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ABSTRACT

The Utica Community School District was one of several school districts in Michigan to receive a second grant from the State Legislature to continue research and communications on the year-round school concept during the 1970-71 fiscal year. This communications phase was designed to gather, investigate, analyze, and disseminate information concerning the possibilities of conducting a pilot, year-round school operation. The objectives of Phase II were to (1) develop an optional 3-year, 5-term, year-round educational plan; (2) communicate this educational plan to local residents; (3) develop a tooling-up plan to move toward the optional 5-term, year-round educational concept including the cost analysis for Phases II and IV (1971-1976); and (4) the identification of a possible level and a location for a pilot, year-round program. A related document is EA 004 002. (Author)

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THE OPTIONAL FIVE-TERM YEAR-ROUND EDUCATIONAL PLAN

A STEP TOWARD IMPLEMENTING PLANS FOR EXTENDING THE REGULAR SCHOOL YEAR

45 + 45 + 45 + 45 = 180
(+ 45 = Fifth Term)

PHASE II
THE COMMUNICATIONS PHASE

EA 004 003

UTICA COMMUNITY SCHOOLS
52188 VAN DYKE AVENUE UTICA, MICHIGAN 48087

JULY, 1971

THE OPTIONAL FIVE-TERM
YEAR-ROUND EDUCATIONAL PLAN

A STEP TOWARD IMPLEMENTING PLANS
FOR EXTENDING THE REGULAR SCHOOL YEAR

PHASE II
THE COMMUNICATIONS PHASE

Submitted to:

The Michigan State Department of Education
Lansing, Michigan

Submitted by:

The Utica Community Schools
52188 Van Dyke
Utica, Michigan 48087

Mr. Don Bemis, Superintendent of Schools

JULY, 1971

FORWARD

This forward to The Optional Five-Term, Year-Round Educational Plan, by the Utica Community School District, Utica, Michigan, is designed to introduce the reader to the involvement of one school district to render the question: "Is it feasible to operate an urbanized school district, such as here in Utica, Michigan, on a year-round basis?"

The Utica Community Schools is located in the west central portion of Macomb County, southeastern Michigan. The district extends ten miles north and south and six miles east and west or about 65 square miles in area.

Our present student population of over 23,000 pupils has doubled during the past eight years and is expected to again double during the next ten years.

Because of concern over rapid growth, the local Board of Education initiated action in 1967 to begin the study of the year-round educational concept as a method of saving tax dollars while at the same time utilizing school buildings on a year-round basis.

In 1968 the state legislature, through Public Act 312, appropriated $100,000 to be used for feasibility studies on the extended school year in the state of Michigan.

In 1969-70 the Utica Community Schools was one of eight school districts in the state of Michigan to receive monies ($19,500) to conduct a study relative to the feasibility of year-round school operation.

In the original study, the Utica Community Schools charge was to study the mandated, rotated, four-quarter year-round school program. This direction was given by our Citizens Advisory Committee when the district made application for a grant to conduct the feasibility study. As this district moved to fulfill the original charge of a mandated, year-round school program, it became more evident that a modified approach might be a more logical way to resolve this particular issue.

As a result of the feasibility study, 1969-1970, the mandated, four-quarter concept was dismissed on September 15, 1970 by the Citizens Advisory Committee for Year-Round Education. Reasons for this were overwhelming opposition of public opinion as computed from original surveys. Actually, 88 percent of the people surveyed indicated that they preferred summer for their first vacation choice. To force a mandated, year-round school program on our citizenry at this time would endanger the fine reputation that this district has developed.

During that same meeting with the Citizens Advisory Committee, a motion passed unanimously to accept a position paper on the five-term optional year-round school program. The Citizens Advisory Committee for Year-Round Education then directed the Superintendent's office to present the position paper along with Project II goals for year-round education to the school Board for approval.

On September 28, 1970, the Board of Education adopted the recommendation of the Citizens Advisory Committee for Year-Round Schools. The following four goals were presented to the Board of Education and constitute year-round educational objectives during Phase II, the communications phase. The Michigan State Legislature granted our school district a second grant of $20,000 to complete the following four goals.

The first was the development of a specific calendar involving an optional five-term plan. This was completed in September, 1970. The second goal was an extensive public information program to point out the specifics of the optional five-term program. A filmstrip was utilized to inform the various service, civic and fraternal

organizations, homeowner groups and other interested parties, anxious to learn more about year-round education. The information program was furthered by newspaper releases and issues of Forward Steps in Education, a quarterly published by my office.

The third specific goal was to identify a target area within the district to conduct a possible three-year pilot program. A new centralized high school, scheduled to open the fall of 1973, grades 10-11-12, seems to be the logical choice at this time.

The fourth and probably the most important goal the district must accomplish this year is to develop a curriculum revision and tooling-up plan to prepare for the pilot program, Phase III.

That final decision, regarding the eventual conversion or "tooling-up" and conducting a three-year pilot education program in Utica, must come from our entire educational community, through cooperation with Citizens Advisory Committees from both curriculum and program development and year-round educational concepts as well. With people direction, along with the professional leadership from our teachers and administrators, this district now looks to a full five-year committment from the Michigan State Board of Education with sufficient funds to insure the successful completion of both Phases III and IV (curriculum restructuring and a three-year pilot program to effectively test year-round school in this district at this time).

I personally believe that this country is in the midst of a general year-round educational movement. How fast, how far and to where it takes us, no one can predict. Should our district decide to pilot a year-round school program, you can be sure that it will be very carefully and scientifically researched to best meet the needs of our students and the community as a whole. This second phase (the communications phase) has been most extensive and thorough, with the result that our recommendations, as found in Chapter 4, are both practical and realistic.

Don Bemis
Superintendent of Schools

ACKNOWLEDGEMENTS

The Utica Community Schools wishes to thank its entire educational community, the Citizens Advisory Committee for Year-Round Education (see Appendix L), the Year-Round School Steering Committee, the administration and the Board of Education for their considerate cooperation in making possible the successful completion of Phase II (the communications phase) of the extended school year movement in this school district.

The Utica Community Schools wishes to especially thank Mr. Robert Sternberg of the Michigan State Department of Education; Mr. James C. Leavell, Director of Research with the Macomb County Intermediate School District; Dr. Jack Greenstein, staff memeber from Central Michigan University, who has served on our Citizens Advisory Committee; and Mr. George B. Glinke, Director, Year-Round Education, without whose help over one hundred and twelve slide presentations on year-round education would not have been completed in this school district this past year.

In addition, credit must also be extended to the hundreds of sympathetic and dedicated educators across the country who helped contributed ideas, materials and encouragement for the successful completion of this study.

The district is eternally grateful to our Superintendent of Schools, Mr. Donald Bemis, who has given unselfishly of his time to attend many of the presentations to community groups to explain to our citizens answers about year-round schools. He was available to instill confidence over other educational issues for taxpayers in the district as well.

The district would like to especially acknowledge Mr. Cass Franks, Director of Community Relations, for the excellent cooperation in developing the script for use with the slide presentation and to Mrs. Margaret "Muggs" Glinke, Utica artist, who created the excellent art work which enabled the year-round school slide presentation to be assembled.

The district would also wish to acknowledge other countless numbers of individuals whose contribution may never be measured on paper, such as the encouragement and wisdom of such friends of the study as the staff in the School of Education at Central Michigan University and other personal friends who have given this district the confidence to move ahead.

The district would be negligent in its responsibility were it not to commend Miss Dianne Sortzi for her patient understanding, dedication to duty and for the skill and wisdom spent in assisting in the research, typing and patiently contributing her efforts toward the final study.

This study would also like to thank Mr. Don Elliott, Administrative Assistant to the Superintendent of Schools, a good friend who has helped formulate directions with the extended school year movement in this school district.

ABSTRACT

THE OPTIONAL FIVE-TERM

YEAR-ROUND EDUCATIONAL PLAN

A STEP TOWARD IMPLEMENTING PLANS

FOR EXTENDING THE REGULAR SCHOOL YEAR

PHASE II
THE COMMUNICATIONS PHASE

Submitted to:

The Michigan State Department of Education
Lansing, Michigan

ABSTRACT

The Utica Community School District was one of several school districts in the state of Michigan to receive a second grant (\$20,000) from the Michigan Legislature to continue research and communications on the year-round school concept during the 1970-71 fiscal year. Part of this district's responsibility during this past year was to complete a second report to the Michigan State Board of Education. This Abstract completes Phase II (the communications phase) and opens the door to restruct curriculum and conduct a three-year pilot, optional five-term year-round educational plan.

This 280-page plus report fulfills the Utica Community School District's commitment to the Michigan State Board of Education during this past fiscal year.

Recommendations

1. The following seven-year, five-phase year-round school concept as shown below is the suggested guideline for adoption by the Board of Education:

Phase I	1969-70	Feasibility Study (completed)
Phase II	1970-71	Communications Phase (complete with this report)
Phase III	1971-73	Make plans for a pilot year-round program including conversion of curriculum
Phase IV	1973-76	Conduct pilot programs should funds become available to implement Phases III and IV
Phase V	Fall and Winter, 1976	Decision to expand pilot concept

2. That the Board of Education direct the Superintendent of Schools not to apply for additional State Year-Round School monies unless:

   a. phases III and IV funding be approved at the same time. The total state committment for Phases III and IV over a five-year period shall not be less than $502,000.

   b. that the Utica Community Schools accept not less than a total five-year committment from the Michigan State Board of Education to restructure curriculum and conduct a year-round pilot program.

   c. that other inducement be arranged in the form of additional state aid for those students entering the optional summer term (such as 110 percent state aid reimbursement).

3. That this Board of Education move to seek the necessary funds to implement Phases III and IV (a tooling-up plan to move toward the optional five-term year-round educational concept including the cost analysis, 1971-76). (See Appendix E)

4. That this Board of Education upon receipt of said grants (see no. 2a) recommend the present Steering Committee and Citizens Advisory Committee, Year-Round Education, continue to function through July 1, 1976.

Supportive Data For Preceeding Recommendations

Contributions which the Utica Community Schools will make toward testing the economic efficiency of year-round school operation with Phases III and IV in operation:

1. The district can retain the services of its present research team.

2. Make the services of its research data bank and year-round expertize available to the Michigan Department of Education, including resource personnel who would be working on Phases III and IV full-time.

3. Continue present research patterns to be sure that the basic principles of the year-round educational movement have been thoroughly tested and that adequate preparations have been made for determining all necessary steps to be taken for the year-round pilot program in Utica, Michigan.

The original cost analysis calls for $250,000 to restructure the curriculum in grades 7-12 over a fifteen-month period of time, 1971-73 (see Appendix E). Once this school district decides to move toward Phase III, all necessary resources must be made available to insure the successful completion of both Phases III and IV through 1976 for a total state grant of $502,000 between 1971 and 1976.

Calendar of Important Official Motions

1. On September 9, 1970 the Steering Committee, Year-Round Education, approved the five-term optional educational plan, along with goals as developed by the Office of Year-Round Education.

2. On September 15, 1970 the Citizens Advisory Committee, Year-Round Education, passed the following two motions:

   Motion a. Moved by Don Holland, seconded by Sister Paula, recommending that the Citizens Advisory Committee, Year-Round School, drop the mandated four-quarter staggered plan for lack of positive public opinion. Passed by unanimous vote.

   Motion b. Moved by Mrs. Marilyn Cornett, seconded by Ron Davies, that this Citizens Advisory Committee, Year-Round Education, indicate their support of the five-term optional year-round educational concept and direct the Superintendent of Schools to present our recommendations, along with the position paper and the Year-Round Educational Project II Goals for the 1970-71 school year, to the Board of Education at their September 28, 1970 meeting. Passed by unanimous vote.

3. On September 28, 1970 the Board of Education reviewed the position paper on the optional five-term year-round educational plan and following a brief question and answer period, passed the following motion:

   MOTION by Matrille, supported by Schmidt, that the Board of Education approve the recommendations of the Year-Round Education Citizens Advisory Committee as follows: "That the study of the mandated four-quarter year-round school plan not be continued--AND, that the Board of Education adopt the position paper on the optional five-term year-round educational plan, including the Year-Round Education Project II Goals for the 1970-71 school year. Passed by unanimous vote.

4. On March 2, 1971 at the Citizens Advisory Committee meeting, where following discussion over the cost analysis for Phase III, Mr. Bob Goodwin, supported by Sister Paula Connor, moved

   "That this Citizens Advisory Committee accept this cost analysis and tooling-up plan and further recommend that the Utica Community Schools pilot an optional five-term educational program in grades 10-12, provided funds become available to implement the projected costs of

the tooling-up plan along with the actual three-year pilot program.

Discussion in support of the motion followed. Motion carried by unanimous vote.

Comments

As the Utica Community School District moves to develop a five-phase approach to year-round education, one begins to see how little is really known about the concept. Compare this knowledge with the material which will be available after several years of research and development. Already, since our initial study began in 1968, the number of school districts in this country considering year-round education has grown dramatically (see Appendix G).

Utica, Michigan already utilizes a year-round educational concept through its Community School program. Evidence for this year-round school movement includes driver education, adult education, enrichment classes for elementary, secondary and regular citizens within the school community, summer recreation programs, teen clubs, senior citizens activities, and other school related events such as already take place beyond the normal school day.

In a district such as the Utica Community Schools, the total community school concept is utilized so that our facilities are available, as needed, for citizens groups and activities. To make the statement regarding the year-round educational movement, in this district, means utilizing total school resources for citizens' involvement within our community area, which are already available on a year-round basis.

Conclusions (Also read Appendix F)

Educational Requirements. It is abundantly clear that more knowledge and understanding are necessary to get along now than a century or even a generation ago. What seemed to be advanced knowledge then is often considered elementary today. Before the present age of electronics, machines and automation, with its increasingly complex social conditions, an elementary education was often considered sufficient, and a high school diploma an achievement of consierable importance. Today that is changed; a high school education is considered a minimum requirement, and a college education or some post high school education appears to be a necessity. In this country, during past decades, educators have demanded quantity educational opportunities; today they are expecting quality educational opportunities for the youth of America.

There are many different versions of the year-round school found today. Our original research found nearly seventy different types of year-round school programs advocated in the United States and Canada. From these different methods of extending or rescheduling the traditional school year comes a trend; that of a general year-round educational movement in this country.

Today many school districts are looking at new school calendars. For some the interest is currently to be found in a flexible school year configuration which adds 15 to 45 days to the traditional 180-day school year. Others look at the year-round educational movement as an opportunity to improve present curriculum structures.

Various plans have been designed and implemented as an attempt to increase the use of facilities, of professional skills and of time. Some of these plans have been aimed primarily at affecting economies by using the school plant all year, with only a percentage of the total number of students enrolled at any one time. Other plans, such as that for a school session in the summer, have had mainly educational objectives. Recently, additional plans have been designed which aim toward the achievement of both types of objectives: economical and educational. Such is the case of the optional five-term concept.

Generally, the move to the all-year school is under the auspices of saving monies for public taxpayers, many of whom are urging educational reform. Educators believe that some savings can be realized, but at a far greater inconvenience to the local educational community. A more realistic approach toward resolving the issue of the extended year-round school would be to move in the direction of a modified approach, such as an optional year-round school concept.

Promising Areas for Further Study

The Utica Community Schools has many new promising areas for future study as a result of the year-round school communications phase. The implications which have risen and are found throughout this study have to be researched and answers given with regard to this school district. A newly formed Citizens Advisory Committee for all facets of local education (March 16, 1971 - June, 1972) may resolve many of these major areas of concern.

Curriculum, financial and personnel implications hold the greatest need for research. Time will provide answers for many of these new situations as the district continues to develop new educational concepts in its attempts to provide quality education through economic efficiency as part of the year-round school concept.

A Summary Statement

As this, the final chapter, is written on the communications phase (Phase II) of year-round education here in Utica, Michigan, one has to pause and study briefly the Table of Contents. The questions raised; the implications which exist; the spinoff in educational areas, especially curriculum; the history of the year-round educational movement to date and the economic implications--all are significant to the district. These facts, when applied to a rapidly growing urban school district such as Utica's, which is already faced with rising building costs and even higher interest rates coupled with the general economic picture at the present time in America, blend itself to one basic question: Will the all-year school be feasibile in Utica, Michigan during this, the last quarter of the Twentieth Century?

The answer to this question can only be answered by local educators, Citizens Advisory Committee members and the Board of Education, but most of all, it will be answered by local taxpayers who live in this school district.

Any job as massive as the rescheduling of the Utica Community Schools, if only on the secondary level, cannot be planned or accomplished through part-time effort. There are many elements in restructuring curriculum that will require the coordinated input involving all segments of this school system. The impact of reorganization on class scheduling, on extra-curriculum activities, on work-study programs, on articulation from kindergarten through grade twelve, on custodial and maintenance schedules, and with a host of other components of the school program will require careful analysis and sound judgement.

As a preamble to future direction of the all-year school in Utica, Michigan, it is anticipated that within our financial limitations, this district will continue to move in the current direction of:

1. Secondary Education developing an expanded tuition summer school program for greater remedial and enrichment experiences. (Acceleration should follow when state aid becomes available for regular high school credit or sufficient tuition is charged to equate regular secondary credits.)

2. Elementary Education developing an expanded tuition summer school program for greater remedial and enrichment experiences. Also, that regional summer school programs be continued wherever necessary to insure the successful completion of elementary units such as reading and/or Language Arts skills for those elementary school children desiring these concepts.

3. Community Education will promote and expand the Community Education Department to continue those educational concepts, not now covered in the regular areas of both secondary and elementary education, such as:

   a. Pre-school activities
   b. Nursery school activities
   c. Elementary enrichment program
   d. High school completion
   e. Adult enrichment
   f. Teen Club activities
   g. Out-of-school youth programs
   h. Senior Citizens programs

Educators interested in receiving additional information should mail inquiries to:

Year-Round School Study
Utica Community Schools
Administrative Service Center
52188 Van Dyke Avenue
Utica, Michigan 48087

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CHAPTER I

SCOPE OF THE STUDY

A. Objectives of this Study

It has been the objective of Phase II (the communications phase) of the extended school year study to do four things:

1. Develop an optional five-term year-round educational plan (see Appendix A).

2. Communicate the five-term optional year-round educational plan to local residents of the Utica Community School District (see Appendices C and D). The Utica Community Schools conducted over 100 public meetings utilizing a special slide presentation describing the optional five-term year-round school plan.

3. The development of a tooling-up plan to move toward the optional five-term year-round educational concept including the cost analysis for Phases III and IV, 1971-1976 (see Appendix E).

4. The identification of a possible level and location of a pilot year-round program within the Utica Community School District.

It has been the objective of this communications phase (for year-round school operation) to gather, investigate, analyze and disseminate information with regards to the possibilities conducting a pilot year-round school operation in Utica, Michigan. The information contained in this study will be of value to educators and school districts looking at or planning to make major curriculum revisions prior to a pilot, year-round program. The necessity of conducting a thorough public relation program before attempting to restructure traditional curriculum prior to starting a year-round school program cannot be over stressed.

Therefore, be it resolved that any district moving to a year-round educational program without careful and adequate preparation is subject to possible failure and, thus, subsequently destroy the year-round educational momentum which is developing in this country.

B. Purpose of the Communications Phase as a Means to Extend the School Year

While the original purpose for the feasibility study within the local school district stemmed from the issue of saving tax dollars, further spinoff from the original feasibility study indicated the apparent need to restructure, in some areas, the present curriculum to make it more adaptable for the new urban culture.

It has been this thrust for a look at the possibility of restructuring curriculum (from traditional 90-day semesters to new 45-day terms) that has given this school district one more reason to move toward the extended optional school year concept.

An additional point which apparently has resolved from the research is that America appears to be in the midst of a general extended school year movement. Whether the Utica Community School District maintains its current program, extends the present school year, develops an optional five-term year-round school concept or simply beefs ups its regular summer school program remains to be seen.

The most positive result stemming from this communications phase will be further direction preparing for new change and innovation as a result of normal spinoff from the extended school year study.

It will be this spinoff that will enable local educators to reevaluate and perhaps analyze new directions for improving the quality of educational programs within the district.

C. Description of the School District, Including Future Growth of the Utica Community Schools

The Utica Community Schools is located in the east central portion of Macomb County in southeastern Michigan. The district extends ten miles north and south and six miles east and west for about 65 square miles of area.

The main political portions that it serves are Shelby Township, the City of Utica and a large portion of the City of Sterling Heights. It also serves small portions of Washington, Ray and Macomb Townships.

The last twenty years have brought great changes to the district. In 1941 it was a rural, agricultural community of some 2,000 students. Today it is one of the fastest growing suburbs in the nation with an enrollment of nearly 23,000 students. With student projections set at around ten percent per year, one can readily see that the district will double its size to over nearly 50,000 pupils in seven to ten years.

With the passing of 45 million dollars in bond issues during the past three years, it would appear at this time that the Utica Community School District is not in any immediate danger of a particular crises situation, at least due to building needs.

In the next year, the district faces a school renewal millage election. For 6 mills and again a renewal of 11 voted mills. This represents the total (17 mills) voted mills for operating school expenses in this school district. Our citizens have supported local school programs in the past, and it is doubtful that this will change within the forseeable future.

However, should voter approval be reversed due to circumstances beyond the district's control, the need for year-round educational concepts could become critical overnight.

One of the most startling statistics in a rapid growing suburban district, such as Utica's, is the number of boys and girls below age five. Figures in this school district indicate that our growth patterns will continue to rise through the turn of the century when it is estimated we will exceed 100,000 students.

Today the district has two high schools and will open two more in the next three years. At the present time, the district has four junior high schools and will open the fifth next year. We have 22 elementary schools and have just completed plans to open six more during the next two years.

Within the district is one Catholic school, housing nearly 1,000 students in grades one through 12. Because of the failure of state aid to parochial schools, their high school students will attend the public schools this Fall. There is one Lutheran school housing nearly 500 students in grades kindergarten through eight and three small Lutheran schools which have a total enrollment of nearly 300.

All total, we will continue to have approximately 1,500 non-public school children in our district.

In 1967 the Board of Education found it necessary to have professional assistance in projecting the future growth of the district. Driker Associates, Inc., of Birmingham, were employed to project our needs through 1990. In looking ahead to 1978, it is conservatively projected that the district will be trying to solve the problem of housing over 40,000 students or a need of approximately an additional 22 school buildings.

In 1968 the Detroit Regional Transportation and Land Use Study showed that 77 percent of the school district's residents owned their own homes and that 90 percent of all residents lived on one-family homes. It further indicated that only 20 percent of present residents have lived in the district for ten years. Approximately 44 percent of the wage earners were classified as "white collar" and 53 percent as "blue collar." The medium income for the area was $8,600. In 1965 nearly 20 percent of all students were attending higher educational institutions. Statistics now indicated that approximately 40 percent of all enrollment are seeking advanced training which gives further rise of the change from rural to urban living.

There is a wide economical, educational and cultural level in the community at the present time. Our residents understand and are concerned with the value of tax dollars. They, along with the Board of Education and administration, strive for and encourage efficient educational economy.

D. Procedures Followed in this Study

In the preparation of this final report to the Michigan State Department of Education, one must review the district's original committments in our application for a second grant (see Objectives of this Study, page 1).

The Utica Community Schools did embark on an extensive communications program to inform its residents about the possibilities of extending the traditional school year. Over one hundred slide presentations were shown to civic, social and fraternal groups, along with school faculties, parent-teacher organizations and other areas of interest (over 4,000 persons saw the slide presentation on year-round schools).

As a result of this work in Utica, the Citizens Advisory Committee for Year-Round Education recommended to the Board of Education that plans be developed to move toward restructuring the 90-day semesters into 45-day terms. As this district moves to restructure curriculum during the next few years, one can see where recent changes in state laws and changing attitudes on the part of local taxpayers could pave the way for extended school year programs in this school district.

E. Limitations of the Communications Study

Our real limitation, evolving from a study such as this, must be labeled time and money. Time to contact more people, to seek out their viewpoints and gain community support. (This is in spite of over 100 presentations involving nearly 4,000 people.) Money to become available now to begin restructuring (exploding) the curriculum to pave the way for an optional pilot program.

Last year our limitations were:

1. "The lack of necessary time to enter the communications phase of the feasibility study. For example, there is a great need at this time to thoroughly prepare a series of filmstrips and relative materials to be made available to the various service, civic and fraternal organizations including church groups, parent-teacher organizations, homeowners groups and other interested parties anxious to learn more about the year-round school feasibility study in this community."[1] This limitation has been resolved this year (see Appendices C and D).

Another previous limitation was:

2. "The lack of time available to conduct a complete in depth study to prepare another report covering the step-by-step approach toward a tooling-up or conversion phase necessary to convert from the present two-semester, six week summer session, to either a mandated four-quarter all-year plan, the four-quarter optional all-year plan or the five-term optional all-year concept."[2] This limitation also has been resolved (see Appendix E). (Also see Appendix A, The Optional Year-Round School Plan.)

Still another limitation from last year was:

3. "To look at the necessary curriculum changes which would be made prior to going to the year-round school." The Utica Community Schools resolved this limitation by developing new term (45-day or one-half semester) labels and course descriptions in Science and Social Studies to test three things:
   a. Acceptance of change.
   b. The amount of resistance from teachers and administration.
   c. To measure the amount of work to be encountered in possible future curriculum change (see Appendix K for the results of this mini-curriculum concept).

During the original feasibility study, it was thought that an advisory vote be taken over a year-round school program to reinforce present data. This would have given the local Board of Education another tool in its criteria for resolving future directions regarding year-round schools in Utica, Michigan. However, with the development of an optional approach, the vote would come from a parent enrolling a student during the optional summer term.[3] Following a pilot program, should pressure be brought to bear for a "peoples mandated concept", the district would recommend a vote of the residents, but does not anticipate any type of forced program at this time.

The final limitation which may have existed in this school district could be the lack of vision, the confidence or perhaps that final hestitation on the part of local educators to subject an already fine educational community to the rigors of moving toward the year-round school concept. This decision still has to be weighed very carefully, especially considering the great changes such a decision will bring about.

[1]The Four-Quarter Staggered School Year (Utica, Michigan: Utica Community Schools, July, 1970), p. 5.
[2]Ibid. p. 5.
[3]Ibid. p. 3.

Indications at this point reveal that normal curriculum change patterns which have been developed in this school district during the past few years will continue. New classes, courses and ideas will be brought forth, regardless of whether or not this district moves one more step toward the extended school year concept in this decade.

F. Definitions

1. Optional Five-Term All-Year Plan. This plan usually embraces nine- or ten-week sessions (four during the regular Sepember to June school year) and the fifth optional approach during the summer time.

2. Standard School Year. One in which students attend classes about 180 days each calendar year.

3. Extended School Year. Lengthened school year where students attend classes for a period significantly longer than a standard school year. Usually from 20 to 45 days longer (200 to 235 days). The optional four-quarter plan could put pupils in school 225 days (teachers at work 233 to 235 days per year) while the five-term optional concept would put pupils in school 225 days (teachers at work 235 days a year).

4. All-Year School. This term refers to the operation of the school buildings for at least 11 months of each calendar year. Usually refers to the year-round operation of public school buildings. Students do not necessarily attend all year.

5. Assigned Vacation Plan. Similar to the mandated approach where the student is assigned the period in which he will be in school.

CHAPTER II

SUMMARY OF 1970 FEASIBILITY STUDY

A. Historical Background

During the later part of 1967, in a discussion over finances following a school Board meeting, the idea was brought forth that if the Utica Community School District were to operate their schools on a year-round basis, the district might "save" a great deal of money. The early general premise was that the district would not only have to build fewer buildings, but could utilize present facilities, including teachers, on a year-round basis.

On February 27, 1967, during a school Board meeting, Mr. Phillip Runkel, Superintendent of Schools, introduced an administrative concept for a study of the feasibility of year-round school operation in Utica. The year-round school study would be factual, concentrating on the secondary level, involving citizens, university people and our school staff. A motion was made by Mr. Don Hoyt, supported by Mr. Eugene Eilertson, that the administration be directed to pursue the feasibility of year-round school and report from time to time to the Board of Education on the progress being made. Motion carried.

In March of that same year, an article in the Detroit News was printed interviewing Mr. Runkel about the upcoming study. It was decided at this time that Dr. Vescolani of Michigan State University would be doing some advance work on the history of year-round schools for the Utica Community School District.

By the middle of April in 1967 the Superintendent of Schools announced that planning stages of the year-round school study (extended school year program) had been completed and that the district was now in a position to undergo a contract with Michigan State University to study the possibilities of an extended school year.

Throughout late summer, fall and winter, progress on the Michigan State University study took place in East Lansing, with a brief historical review of the development of public summer schools. The study was completed in March of 1968.

The report included a review of various proposals for extension of the school year, a description of a voluntary summer school program and other issues the Utica District should consider before moving in the direction of year-round schools.

Dr. Vescolani was requested to present the report to the Board of Education for action. On April 8, 1968, Drs. Romano and Smith from Michigan State University presented a historical study of year-round schools (extended school year concept) to the local Board of Education.

The report covered advantages, disadvantages and recommendations for handling future direction within the year-round school movement. It was suggested that a local study committee be formed to assess the feelings of the community and staff and to study the possibility, if any, of actual savings which such a program could bring to the Utica Community School District.

The Board received the report and advised Mr. Phillip Runkel, Superintendent of Schools, to take further action by passing a motion instructing him to recommend a list of candidates for a committee to study the merits of year-round school. This committee was to consist of persons from administration, the schools and community as well as professional advisors from selected universities.

After considerable newspaper publicity during April and May of 1968, a Citizens Advisory Committee was established to : "Study the feasibility of year-round schools in Utica, Michigan."

Following preliminary organizational meetings, which were held in June of 1968, the first committee members were chosen (on a volunteer basis) and temporary citizens co-chairmen names were Mr. Jose Benavides and Mr. Peter Hines. The date of the first organized meeting was set for September 18, 1968 at the new Stevenson High School. During the course of that first official meeting, the Superintendent of Schools indicated proposed goals and how to implement the various study areas.

According to Mr. Runkel, Superintendent of Schools, the idea of a year-round school study was not unique: "It has been studied in numerous school districts and has been implemented in a few. For the most part the idea has been discarded in those districts for various reasons. This should not cause us to become pessimistic regarding the possibilities here in Utica. It is important that the district review these past experiences but always relate the stumbling blocks encountered to the Utica Schools and determine whether they apply here."

It was during this time that several early committees were established. (These committees and sub-committees have been active throughout the study. With the state grant, a year-round school coordinator has devoted much of the professional leadership necessary to complete the study.)

1. Finance
   a. Capital outlay
   b. Operations budget
2. Program Organization
   a. What type of plans are available?
   b. Which one should Utica choose?
3. Sub-committees started
   a. Dissemination
   b. Public Relations

The general feeling during these early Citizens Advisory Committee meetings was to study advantages and disadvantages of known proposed plans and eventually select one plan which could be studied in depth.

Mr. Runkel mentioned that monies were being made available for year-round school research from the State Board of Education, and that his office would look into the possibility of obtaining funds for a feasibility study. Mr. Runkel also presented other areas for possible consideration and mentioned that perhaps the Committee investigate these educational problems dealing with the extended school year as well.

Following the meeting, letters were sent to the following high schools in the area: Stevenson, Utica and St. Lawrence, requesting student representation on the Citizens Advisory Committee. Student representatives were selected and the next Citizens Advisory meeting was called for October 15, 1968.[1] (The Student Citizens Advisory Committee list is reviewed and up-dated each year. For example, two student representatives from Eisenhower High School, a new school, were added in September, 1970.)

During this meeting, discussion of activity to date was covered, and plans were established to bring Dr. Kehoe, from the University of Michigan, to speak during the November 12, 1968, Citizens Advisory meeting. Mr. Runkel's office reported that the State Board of Education was very interested in the possibility of feasibility studies on the year-round school, and that Utica would move forward to apply for a state grant.

On October 15, 1968, a memorandum was received from the Michigan Department of Education to Ira Polley, State Superintendent of Public Instruction, requesting the authorization to hold a public hearing regarding grants for feasibility studies to extend the school year. (Feasibility studies means: capable of being done or effected practicable. Capable of being dealt with sucessfully.) This memorandum included the background of the department's general educational service budget under consultant services and indicated in Senate Bill 862, State of Michigan, 74th Legislature, Regular Session, 1968, which established rules for all types of grants to local school districts for the feasibility study to extend the regular school year.

The memorandum also included definitions of eligibility and explained how school districts were able to apply for the state grant. The maximum grant was not to exceed $20,000 per district. The study also told how the program was to get final approval and how the funding of the approved applications were to be made.

On October 22, 1968, during a Citizens Advisory Committee meeting, Mr. Hoyt, Sister Mary Paula, Mr. Harper, Mr. Forthoffer and Mr. Russell were appointed to review Utica's proposed application for funds to conduct the feasibility study. They approved an application organized by Mr. Elliott, Administrative Assistant to the Superintendent of Schools, and the application was submitted on schedule.

At the same time, the Finance Committee of Mr. Donald Holland, Mr. Jack Harvey and Mr. Phillip Runkel were completing a study entitled "Past, Present and Future Growth of our School System". Mr. Rewalt, Administrative Assistant, completed a year-round school cost analysis which was made available to the year-round school Citizens Advisory Committee.

After getting copies of other types of year-round school plans, the Utica Community Schools Year-Round School Committee passed a motion to study <u>in depth</u> the staggered four-quarter plan of operation.

The Citizens Advisory Committee again met on November 12, 1968, to discuss year-round schools with national educator, Dr. Kehoe of the University of Michigan. Many interesting points were covered that evening over various types of year-round school operations in America.

On November 22, 1968, a public hearing was held on proposed rules for applying for funds to study year-round school authorized by the State Board of Education. Mr. Elliott, Administrative Assistant to the Superintendent of Schools,

[1]Appendix L

was present at the hearing. Four days later, letters to Superintendents and special project directors were received explaining the necessary information over the results of the public hearing and also contained information about what the State Legislature has been trying to do about raising additional monies for the extended school year program in Michigan.

On December 10, 1968, the State Board of Education adopted the rules as slightly modified in terms of testimony presented at the hearing, which were then submitted to the Director of the Legislative Service Bureau and the State Attorney with a request that immediate consideration be given to them. Eight days later, the following letter was sent to school districts from the State Board of Education:

> ". . . The apparent legislative intent for appropriating $100,000 for the conducting of feasibility studies for the extension of the regular school year was to determine ways to promote educational and economic efficiency. Since the total appropriation is relatively small, the total number of grants will, in all probability, be a typical example of a large number of similar districts. At the same time, the composite of grants approved is expected to include a variety of designs for extending the school year even though a single grant may focus primarily on one design . . ."

Between the time of the public hearing and the approval of the $100,000 grant, the Citizens Advisory Committee from Utica met with Mr. James O'Neil, State Board of Education member, who spoke to the group about the possibility of a year-round school funding program enacted by the State Legislature.

Following the Christmas holidays, rather extensive newspaper publicity again discussed the possibilities of year-round schools in Macomb County as "relieving school problems".

On March 12, 1969, the State Board of Education took action to finally approve the rules for year-round school appropriation ($100,000) as received by the Legislative Service Bureau and the Attorney General for the purpose of fulfilling the State Administrative Code. Two weeks later, a letter was sent to the members of the State Board of Education from Ira Polley, State Superintendent of Public Instruction. This included a report of grants to school districts for the conduct of feasibility studies to extend the school year. The letter contained summary background information of the applications received (47) and the recommendations that the State Board of Education receive this staff report of the grants to be made to school districts for the conduct of feasibility studies to extend the school year in accordance with the Legislative appropriation and provision of Act 312, P.A. 1968.

Two days later on March 27, 1968, Mr. Runkel received a letter from the Department of Education notifying our school district that our proposal to conduct a feasibility study for extending the school year had been approved in the amount of $19,500.

The next three months in the district were spent distributing information over the year-round school through the Elementary Curriculum Council, the Secondary Curriculum Council, Central Administration and both elementary and secondary principals groups.

During the June 2, 1969, Citizens Advisory Committee meeting, copies of the administrative flow chart were distributed and discussed. The flow chart established the administrative organizational structure for the conduct of the study. General high points included regular chain of command, Steering Committee for year-round schools, and the Utica Community Schools Citizens Advisory Committee for Year-Round Schools. The future role of the Year-Round School Committee was covered, and it was agreed that the Committee would serve as a sounding and advisory board to the administrative committee conducting the study. Bi-monthly progress reports would be sent to Committee members to keep them continually aware of the progress and scope of the study.

By July of 1969, the Citizens Advisory Committee was organized and has been active for well over a year, a Central Administrative Steering Committee, complete with flow chart, was established, a coordinator chosen, and a full-time administrative intern selected to assist in the research of the feasibility of year-round schools in Utica. In the short period of two and one-half years, Utica had moved from an idea about year-round schools toward actually receiving a grant of $19,500 for the purpose of conducting a feasibility study for year-round schools.

Mr. George B. Glinke, Administrative Intern, proceeded to place together the historical background for the feasibility study. A series of letters were developed and sent out to the following sources:

60 Intermediate school districts in Michigan
114 School districts in southeastern Michigan
60 Class three districts not in southeastern Michigan
49 Mott Collequim group members in Flint from the Central Michigan University study group
300 Phi Delta Kappa (Professional Educators)
47 School districts looking at year-round schools but not funded by the state legislature
50 State Departments of Education (in each of our states)
73 Known bibliographical sources of materials over the year-round school (At that time, July 10, 1968, this was all we had. As of July 25, 1969, we had identified an additional 65 sources which we wrote for additional information.)
50 Other secondary sources
107 American Federation of Teachers and American Federation of Teachers locals throughout the United States, including all the large urban areas
100 Board of Directors of the National Education Association, located throughout the United States
120 Urban Association (NEA) Executive Directors located in all major urban centers in the country
64 Members of State Associations of the NEA in all 50 states

In addition, 186 letters were sent to such outstanding professional organizations as the:

NEA Task Force on Urban Education, Association of Classroom Teachers, Association of Colleges for Teacher Education, Department of Elementary School Principals, Association of Higher Education, Department of Rural Education, American Association of School Librarians, National Association of Secondary School Principals, National Council for Social Studies, National Association for Supervision and Curriculum Development, and other reliable sources of information too numerous to mention.

Also, during the early weeks of the study, over 3,000 letters were mailed to different school districts across America to gain information for our local data bank. The response to these early mailings was excellent. The data bank was established. The material found in the year-round school data bank was then analyzed and portions reproduced for use by our Year-Round Schools Citizens Advisory Committee and the Central Steering Committee.

From the material received in the data bank and the results of other types of educational research including communication, a working paper of materials over year-round schools was put together and nearly 400 copies were distributed in this school district as information designed to aid our total efforts on the feasibility study. The packet included the following sources of information, usually in working form:

1. Resume of the four-quarter all-year school plan.
2. 104 questions to be answered over year-round schools.
3. 102 advantages of four-quarter year-round schools.
4. 81 disadvantages of four-quarter year-round schools.
5. Published and unpublished material found in the Utica Community Schools data bank.
6. A general three-year historical background of the Utica Community School District's year-round school study.
7. Three different sets of working papers of possible problems dealing with a feasibility study including the following areas:
   a. curriculum
   b. business
   c. personnel
8. A 60-page list of annotated sources covering year-round schools.
9. A 36-page list of bibliographical materials for year-round schools including the following areas:
   a. books
   b. periodical articles
   c. pamphlets
   d. newspaper articles
   e. unpublished feasibility reports
   f. master theses and Doctoral dissertations
10. A copy of the nine charges of the year-round school study.

In reviewing the nine specific charges of the year-round school feasibility study, the following areas of responsibility were assumed with preliminary reports scheduled due by December 16, 1969:

1. Mr. Morrison, Director of Elementary Education and Mr. Harper, Director of Secondary Education, to review the present curriculum and develop curriculum implications and methods for solving same.

2. Mr. Bemis, Assistant Superintendent of Personnel, and Mr. King, Director of Personnel, to review internal personnel implications and methods for solving them.

3. Mr. Rewalt, Administrative Assistant for Business Affairs, to conduct an extensive study of financial implications, financial feasibility for year-round schools.

4. Mr. Franks, Administrative Assistant for Community Relations, to develop a series of surveys to be utilized to measure staff and community attitudes toward the feasibility of year-round schools in Utica.

5. Sister Mary Paula, Principal of St. Lawrence High School, and Mr. Winn Graebner, Principal of Trinity Lutheran School, to study the effects of year-round schools on the parochial school.

6. Mr. George Glinke, Administrative Intern, to work closely with all employee groups, central administration, principals and teachers to completion of the feasibility study. Also, to act as researcher and consultant to assist whenever needed.

In September, 1969, a year-round school conference, sponsored by the districts funded to conduct year-round school studies, was held in Port Huron, Michigan. Personnel from Fulton County, Georgia, were flown in to address the conference. They joined another 80 educators from across the state of Michigan to study the concept of year-round schools.

Throughout October, November and December of 1969, efforts were made to inform the local educational community and to keep them abreast of the new types of information available on year-round schools. Mr. Glinke met with Citizens Advisory Committee members, new teacher orientation sessions, spoke at local teacher institute days, before secretarial groups and briefed Steering Committee members in the district to keep everyone up-to-date about the progress of the feasibility study.

On December 8, 1969, a preliminary report to the Board of Education was received showing excellent progress to date on the study.

As the Utica Community Schools feasibility study progressed through the winter months (1970), regular semi-monthly newsletters were mailed to all Citizens Advisory Committee members for year-round schools. These newsletters included key sources of year-round school information, such as economic, personnel and curricular implications for year-round school in Utica, Michigan. A 60-page general history of year-round schools in America was completed and distributed to the Citizens Advisory Committee for year-round schools and to the Steering Committee for background information in January of 1970.

Also distributed to the Citizens Advisory Committee was a report showing 67 different types of proposed year-round and extended school designs.

During March, several surveys were administered in the district and officials from Utica met with the Michigan Department of Education to discuss progress of the study.

In April Mr. Glinke traveled to the National Seminar on Year-Round Education and near the end of the month, the Northville Community Schools, Northville, Michigan hosted a conference for the schools who were funded this year.

Early in May, extra clerical help was brought in to assist in the study and most of the rough typing and appendix work was reproduced at that time, prior to final assembly.

As of June, final stencils were cut, and the final feasibility report assembled. This report for the feasibility of year-round schools was submitted on June 30, 1970 to the State Department of Education where copies were distributed to all the intermediate school districts in Michigan.

B. Description of Implementation Project for 1970-71, Phase III, the Communications Phase

The implementation program for 1970-71 has involved the following four concepts:

1. The development of a specific calendar for the optional five-term year-round educational plan for the Utica Community Schools.

2. The development of a system-wide curriculum to fit the new 45-day term concept.

3. The development of an extensive public relations program to inform the community of the specifics of year-round school. This has included a series of filmstrips along with other relative materials to be made available to various service, civic and fraternal organizations, including church groups, parent-teacher organizations, homeowners groups, etc.

4. The identification of a target level within the school district to conduct a future pilot program on the optional five-term plan. Tentative plans were to identify one of the following:
   a. One senior high attendance area and its feeder junior high schools.
   b. One senior high attendance area, its feeder junior high schools and its feeder elementary schools.
   c. All senior high schools.

Identification of the specific target area will be dependent upon the concepts developed as the curriculum revision progresses as well as the public reaction evidenced through the public relations phase. (A possible community advisory vote was considered for June, 1971. The utilization of an optional year-round plan renders this phase unnecessary at this time.)

C. Local Authorization and Support for Implementation Project

1. Board of Education

On July 27, 1970, the Utica Community Schools Board of Education unanimously adopted the following resolution:

". . . that the Board of Education authorize the administration to apply for the continuation grant of $20,000 to continue its feasibility study to extend the school year."

2. Community Support

Community support for the Utica Community Schools is evidenced throughout our study on year-round school as submitted to the local Board of Education last July, 1970. Community support of concepts to extend the school year is evidenced by the active participation of our Citizens Committee for Year-Round Schools on all phases of our studies to date. This committee stands ready to continue to assist and advise the Board of Education on all future plans to extend the school year.

D. Time Schedule for Completing Various Aspects of the Study

1. September, 1970 - the development of a specific calendar for the optional five-term plan for the Utica Community Schools (see Appendix A).

2. September, 1970 thru May 30, 1971 - develop and conduct an extensive public relations program relative to the optional five-term year-round educational plan (see Appendices C and D).

3. February, 1971 - develop a tooling-up plan to move toward the optional five-term year-round educational concept including the cost analysis for Phases III and IV, 1971-1976 (see Appendix E).

4. March 2, 1971 - identification of a level to conduct a possible future pilot program on the optional five-term year-round plan.

E. Plans for Dissemination of Information of Project to Michigan Department of Education and Other Agencies

1. Michigan Department of Education:
   a. All reports and findings will be available for State Department inspection.
   b. Final recommendations will be mailed to the State Department of Public Instruction (200 copies).
   c. Periodic reports will be submitted to the State Departments as they become available.
   d. Personnel working on the project will be available to the State Department upon request.

2. Other Agencies:
   a. Procedures described above will also be utilized to keep interested agencies informed.
   b. In our original application for funding, an extensive dissemination process was described. This included the information processes available to us for communication outside the district. We will continue to utilize these instruments and media for dissemination purposes.

F. Proposed Budget Detail for Project

1. Expenditures

Salaries	
Professional Personnel	$9,000
Secretarial Services	1,000
In-Service for Curriculum Revision	3,000
Contracted Services, Supplies and Materials	
Telephone	200
Postage	200
Office Supplies and Printing	3,000
Resource Materials	200
Public Relations Materials	2,000
Miscellaneous	1,400

2. Anticipated Sources of Revenue

Grant from State	20,000
Local General Fund Revenue	

As with the 1970 study, it is difficult to pinpoint the specific local contributions. The Utica Community School District will provide the in-kind support relative to office space, equipment, etc. In addition, the district will assume the additional monies necessary for the Director's salary, fringe benefits, etc.

G. Names of Individuals to be Involved Primarily in the Project

Mr. Phillip Runkel, Superintendent of Schools[1]

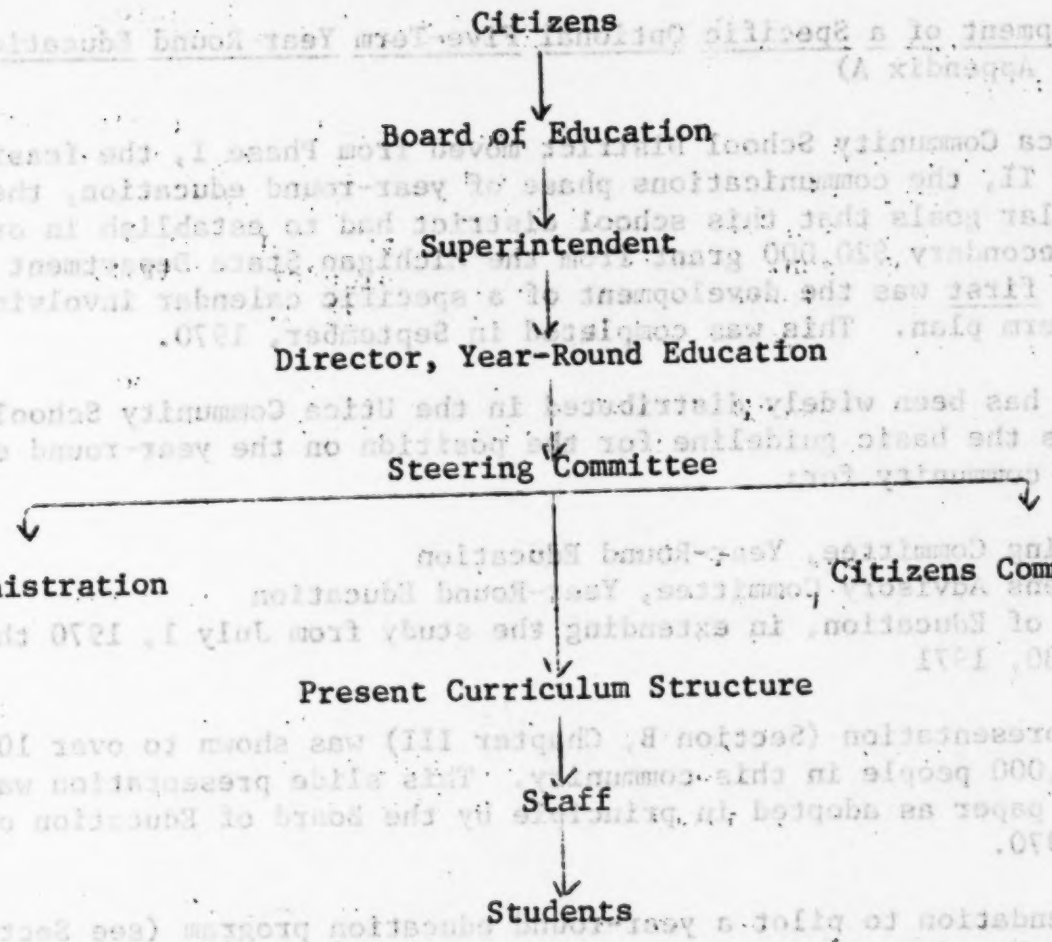
Mr. Don Elliott, Administrative Assistant to Superintendent of Schools[2]

Mr. George B. Glinke, Director of Year-Round Education

[1]Now Superintendent of Schools in Grand Rapids, Michigan; replaced by new Superintendent of Schools, Mr. Don Bemis.

[2]Now Assistant Executive Secretary to Michigan Association of School Administration in Lansing, Michigan; Mr. Tom Breen, Acting Administrative Assistant.

FLOW CHART FOR YEAR-ROUND EDUCATION
UTICA COMMUNITY SCHOOLS



The Steering Committee is composed of Art Harper, Director of Secondary Education; Leonard Morrison, Director of Elementary Education; Donald Bemis, Assistant Superintendent for Personnel; John Rewalt, Administrative Assistant for Business Affairs; Cass Franks, Administrative Assistant for Community Relations, Joseph Rivard, Director of Community Education; Don Elliott, Administrative Assistant to Superintendent of Schools; George B. Glinke, Director of Year-Round Education and Phillip Runkel, Superintendent of Schools.

CHAPTER III

THE ANALYSES, THE FINDINGS OF THE COMMUNICATIONS PHASE (PHASE II, 1970-71)

A. The Development of a Specific Optional Five-Term Year-Round Educational Plan (See Appendix A)

As the Utica Community School District moved from Phase I, the feasibility study, to Phase II, the communications phase of year-round education, there were several particular goals that this school district had to establish in order to qualify for a secondary $20,000 grant from the Michigan State Department of Education. The first was the development of a specific calendar involving an optional five-term plan. This was completed in September, 1970.

Appendix A has been widely distributed in the Utica Community School District. It has served as the basic guideline for the position on the year-round educational concept in this community for:

1. Steering Committee, Year-Round Education
2. Citizens Advisory Committee, Year-Round Education
3. Board of Education, in extending the study from July 1, 1970 through June 30, 1971

The slide presentation (Section B, Chapter III) was shown to over 100 groups covering over 4,000 people in this community. This slide presentation was based on the position paper as adopted in principle by the Board of Education on September 28, 1970.

The recommendation to pilot a year-round education program (see Section C, Chapter III) was based on the position paper and the results of the communications phase (see Appendix C and D).

B. The Development of an Extensive Public Relations Program to Inform the Community of the Specifics of the Optional Year-Round Educational Plan (Also see Appendices C and D)

The second goal of Phase II regarding year-round education in Utica, Michigan this year was an extensive public relations program to point out the specifics of the optional five-term all-year educational program. A filmstrip was utilized to inform the various service, civic and fraternal organizations including church groups, parent-teacher organizations, homeowner groups and other interested parties anxious to learn more about the year-round educational movement. The information program was furthered by newspaper releases and issues of Forward Steps in Education, a quarterly published by the Office of the Superintendent of Schools.

As a result of successful public relations work on year-round education this year, the Citizens Advisory Committee was able to recommend a level for a possible pilot program (see Section C, Chapter III). This fulfills the second goal of this phase.

C. The Identification of a Possible Target Level and Location of a Pilot Year-Round School Program Within this School District

The third specific goal was to identify a target area within the district to conduct a possible three-year pilot program. In this school district, a new six million dollar senior high school (open concept), grades 10-12, will probably be used for this purpose.

It is the district's objective to build a pilot program based on success patterns. The district would probably start with a senior high school. In the pilot program, the district would continue to test the actual feasibility of year-round operation. During this three-year operation, the district will prepare to expand the concept through junior high schools and ultimately throughout the entire curriculum, K-12, should community success patterns emerge (see attached results of meeting on March 2, 1971, involving the Utica Community Schools Citizens Advisory Committee, Year-Round Schools).

MEMO TO: Citizens Advisory Committee, Year-Round Education

FROM: George B. Glinke, Director, Year-Round Education

DATE: March 5, 1971

SUBJECT: Citizens Advisory Committee, Year-Round Education, meeting on March 2, 1971, at Shelby Jr. High School, 8:21 p.m.

Members Present: Jose Benavides, Chairman; Don Bemis, Acting Superintendent of Schools; George Glinke, Director, Year-Round Education; Lynn Robinson; Sister Paula Connor; Joanne Szydlowski; Bob Goodwin; Myra Deane Cosgray; Dave Beattie; Charles Price; Al Knoblock; Nancy Kaczperski; Linda Black; Shauna Omile; Mary Kring

Jose Benavides, Chairman of the Citizens Advisory Committee, called the meeting to order and introduced Don Bemis, Acting Superintendent of Schools, who gave a progress report on the year-round school slide presentation and the reactions of the area citizens who viewed the presentation.

The high school students present asked that the students in the area be given the presentation. A discussion followed on the best way to reach the students. It agreed that a presentation would be given to the intra-city student council. This body would explore ways and make suggestions for school presentations.

Mr. George Glinke, Director, Year-Round Education, discussed proposed law changes that will affect the educational scene and make it possible to restructure the scholastic year. Any version of the extended school year depends upon passage of the legislature.

A discussion followed on the possibility that the program will not be funded for the next year because of the shortage of money allocated for education. The committee faced the question: "Where do we go this year if we are not funded?" It was agreed that we had to indicate support and direction to the program, even before we knew if there would be money available.

Mr. Glinke discussed "A Tooling-Up Plan to Move Toward the Optional Five-Term Year-Round Educational Concept Including the Cost Analysis for Phases III and IV, 1971-1976."

Following discussion, Mr. Bob Goodwin, supported by Sister Paula Connor, moved

> "That this Citizens Advisory Committee accept this Cost Analysis and Tooling-Up Plan and further recommend that the Utica Community Schools pilot an optional five-term year-round educational program in grades 10-12, provided funds become available to implement the project costs of the tooling-up plan."

Discussion in support of the motion followed. Mr. Lynn Robinson, Chairman, Elementary Curriculum Council, and now Elementary Principal, entered a minority opinion in supporting a pilot program on the K-6 level. The question was called for. Motion carried by unanimous vote.

The Citizens Advisory Committee requested that the Office of Year-Round Education continue the communications phase, expanding the presentation to area secondary Student Council meetings for additional feedback.

Discussion followed the passage of the motion indicating that the building chosen for the pilot program will determine what classes will take part in the program. The Committee agreed to this determination. Mr. George Glinke summed up the recommendations of the Committee as follows:

1. The Committee was in favor of the Cost Analysis Report.

2. The Committee requests that the Director continue to pursue funding for a pilot year-round program.

3. The Committee asks the Director to continue the communications phase of the year-round program.

4. The Committee asks the Director to meet with the High School Student Councils.

5. The Committee asks the Director to become involved with the curriculum phase of the program.

After brief discussion, it was decided that as soon as Mr. Glinke had any indication of funding or legislation being passed, the Committee would meet. Members of this Citizens Advisory Committee were asked to join the new Citizens Advisory Committee for Curriculum and Program and attend the meeting, March 16 at Stevenson High School.

The meeting was adjourned at 10:25 p.m.

Respectfully submitted,

Sister Paula Connor
Acting Secretary

D. The Developing of a Tooling-Up Plan to Move Toward the Optional Five-Term Year-Round Educational Concept Including the Cost Analysis for Phase III and IV (See Appendix E)

The fourth and probably the most important goal the district must accomplish this year is to develop a curriculum revision and tooling-up plan to prepare for the pilot program, Phase III. If the Utica Community School District is to implement the curriculum conversion phase developed in Phase II, 1970-71, additional funding must be appropriated to make necessary changes to prepare for Phase IV, the three-year pilot program.

Copies of the cost analysis was sent to the Michigan State Department of Education in March, 1971, where pending state legislation may enable the district to implement Phase III.

Implementation of Phase III, curriculum conversion, depends upon successful acquisition of $250,000 from local, state or federal sources. This will move the tooling-up or conversion phase originally scheduled between June, 1971, and August, 1974, ahead two years. In Section C, following in depth discussion by the Citizens Advisory Committee for Year-Round Schools, the cost analysis including the tooling-up plan was accepted by unanimous vote.

E. Major Miscellaneous Implications Involving Year-Round Schools

The following major problem areas have to be resolved prior to or during a tooling-up or conversion phase. This would take place before an actual implementation of any type of pilot year-round school program in Utica, Michigan:

1. A master schedule plan showing utilization of existing student choices of classes on a year-round basis.

2. An agreement determining the "new" calendar or year-round school plan.

3. Determine both the school or schools and the location of attendance areas for the pilot program.

4. Continue present future school and site development plans through 1976. If the feasibility of year-round schools is unpracticable in the urban area, the district would have regular building sites. This would protect future building programs and would provide adequate land sites available within developed subdivisions. These could be later sold to city or township governmental units for parks and playgrounds.

5. Following the restructured curriculum, based upon student demand, establish a year-round master schedule. This would be used to determine actual feasibility of course offerings prior to any actual pilot program.

6. Based on number 5, determine teacher loads, assisgnments and personnel needs for successful completion of the pilot program.

7. Establish year-round administrative personnel to handle new program scheduling problems while working with the actual development of the indivdiual building curriculum. These people would also be available to work with computer programming.

8. Conduct an extensive in-service program within the district to prepare personnel for the pilot program.

9. Develop a pilot building usage and maintenance schedule under the year-round concept.

10. Develop a master plan to handle the computerized scheduling areas (see numbers 5, 6 and 7).

11. Organize a second public relations program so taxpayers will understand proposed changes in Utica's secondary school curriculum.

Additional questions are found as part of the curricular, personnel and financial implications from the original feasibility study. As the district resolves Phase III, the curriculum conversion section, these implications will be covered prior to the actual pilot program.

It is strongly recommended that should the Board of Education ever consider any type of mandated year-round school concept, that they direct the administration to conduct a community advisory vote to reinforce findings and give our Board of Education another tool in its criteria toward resolving the mandated year-round school concept in Utica, Michigan.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Preamble

During the fall of 1966, the idea of year-round education began for the Utica Community Schools. The original concept, of course, was to save money by utilizing buildings on a year-round basis.

In 1968, the school district commissioned a historical analysis of the year-round school program to date. Simultaneously, a Citizens Advisory Committee was established in June, 1968, to study the possibilities of year-round education in the district. Following public hearings with the State Department of Education in Lansing, Utica applied for and received $19,500 to study the feasibility of year-round education. An extensive data bank was developed during the fall of 1969 along with a series of communications (3,000 letters) to people involved with year-round educational concepts across the country.

As a result of the feasibility study (1969-1970), the mandated four-quarter concept (which could save the district $100 million in construction costs alone over the next ten years) was dismissed on September 15, 1970 by the Citizens Advisory Committee for Year-Round Education because of overwhelming public opposition as indicated by original surveys. Eighty-eight percent of the people surveyed preferred summer as their first vacation choice. To force a mandated year-round school program seemed inadvisable under those circumstances. The Citizens Advisory Committee did, however, unanimously accept a position paper on the five-term optional year-round school program which was subsequently adopted by the Board of Education.

As the Utica Community School District moved from the feasibility study phase to the second (communications) phase of year-round education, several goals were established in order to qualify for a second $20,000 grant from the Michigan State Department of Education.

This report to the Michigan State Board of Education, along with the recommendations which follow, fulfills the communications phase for which this district was funded. The need to restructure our curriculum into shorter time units and conduct a pilot year-round pilot program become the basis for a five-year $502,000 committment from the State Board of Education to the Utica Community School District.

Summary

Why the need for a year-round educational movement?

America is caught up in a vast urbanized sweep which has and shall continue to create an ever growing need for some type of continuous educational process.

Many different reasons have motivated interest in conducting school on a year-round basis. In general, the prime motive for implementing this concept has been economy.

Economy advocates argue that considerable savings would be realized in their communities by fully utilizing existing school buildings and facilities on a year-round basis instead of constructing new plants to accommodate increasing public school populations.

Parents in the past have been unable to accept the change from traditional vacation patterns in the summertime. Members of Boards of Education were disapppointed because the savings in dollars fell below those which were predicted. But, there are general indications that these concepts are changing.

There is a decided trend in the rescheduling of the regular school year toward a year-round educational movement in this country. Evidence for this year-round school concept includes driver education, adult education, enrichment classes for elementary, secondary and regular citizens within the total school community, summer recreation programs, teen clubs, senior citizens activities, and other school related events which take place beyond the normal school day; all lead toward fuller utilization of public school buildings.

In a district such as the Utica Community Schools, the total community school concept is utilized so that all of our facilities are available for local citizen groups and activities. To make the statement regarding the year-round educational concept in our district means a continuation of all school resources for citizens involved within our community area.

The proponents of the year-round school view the extended school year as a national educational imperative and ask whether our nation can afford the luxury of long idle summers. Their sights are on higher national levels of student educational achievement, particularly in the areas of vocational skill development.

Today America has moved from a typical rural to an urbanized existence. With the change in the way we live, more and more educators feel that our schools must also change to meet the new ideals and expectations of this new urbanized society.

In addition to providing leadership for tomorrow's children, educators must become totally involved in helping its members adjust to the urbanized existence. These new adjustments can only be made through a total community school concept, where buildings exist, and people are encouraged to utilize them, all year round.

This then gives further proof of the real change in dealing with year-round schools. Learning takes place all around us, all year. Educational planners have to take into consideration the needs of the new urbanized society to help pave the road toward the "new life", which has swept our land since World War II.

In today's urban, industrialized economy with 93 percent of employment in non-farm occupations, it stands little wonder that the American educational system is taking a hard look at the year-round education movement. An increased need for higher quality technical education appears above and beyond the simple three "R's" which used to suffice in this country.

Both the length of the school day and the school year appear to be changing. The average school plant today is operating longer, involving more classes and touching more people within our communities than once dreamed possible.

If schools are truly centers of learning within our total community, then learning at those schools must be permitted as an integral part of the year-round educational movement, all year round. It remains with the building administrator as to how the buildings will be utilized within this new framework. One final premise to be considered is that local residents will determine how, when and where the continuous teaching-learning situation shall take place. Priorities in real-life situations will determine the ultimate direction school districts take during the latter one-third of this century.

A. Recommendations

1. The following seven-year, five-phase year-round school concept as shown below is the suggested guideline for adoption by the Board of Education:

Phase I	1969-70	Feasibility Study (completed)
Phase II	1970-71	Communications Phase (completed with this report)
Phase III	1971-73	Make plans for a pilot year-round program including conversion of curriculum
Phase IV	1973-76	Conduct pilot programs should funds become available to implement Phases III and IV
Phase V	Fall and Winter, 1976	Decision to expand pilot concept

2. That the Board of Education direct the Superintendent of Schools not to apply for additional State Year-Round School monies unless:

   a. phases III and IV funding be approved at the same time. The total state committment for Phases III and IV over a five-year period shall not be less than $502,000.

   b. that the Utica Community Schools accept not less than a total five-year committment from the Michigan State Board of Education to restructure curriculum and conduct a year-round pilot program.

   c. that other inducement be arranged in the form of additional state aid for those students entering the optional summer term (such as 110 percent state aid reimbursement).

3. That this Board of Education move to seek the necessary funds to implement Phases III and IV (a tooling-up plan to move toward the optional five-term year-round educational concept including the cost analysis, 1971-76). (See Appendix E)

4. That this Board of Education upon receipt of said grants (see no. 2a) recommend the present Steering Committee and Citizens Advisory Committee, Year-Round Education, continue to function through July 1, 1976.

B. Supportive Data For Preceeding Recommendations

Contributions which the Utica Community Schools will make toward testing the economic efficiency of year-round school operation with Phases III and IV in operation:

1. The district can retain the services of its present research team.

2. Make the services of its research data bank and year-round expertize available to the Michigan Department of Education, including resource personnel who would be working on Phases III and IV full-time.

3. Continue present research patterns to be sure that the basic principles of the year-round educational movement have been thoroughly tested and that adequate preparations have been made for determining all necessary steps to be taken for the year-round pilot program in Utica, Michigan.

The original cost analysis calls for $250,000 to restructure the curriculum in grades 7-12 over a fifteen-month period of time, 1971-73 (see Appendix E). Once this school district decides to move toward Phase III, all necessary resources must be made available to insure the successful completion of both Phases III and IV through 1976 for a total state grant of $502,000 between 1971 and 1976.

C. Calendar of Important Official Motions

1. On September 9, 1970 the Steering Committee, Year-Round Education, approved the five-term optional educational plan, along with goals as developed by the Office of Year-Round Education.

2. On September 15, 1970 the Citizens Advisory Committee, Year-Round Education, passed the following two motions:

Motion a. Moved by Don Holland, seconded by Sister Paula, recommending that the Citizens Advisory Committee, Year-Round School, drop the mandated four-quarter staggered plan for lack of positive public opinion. Passed by unanimous vote.

Motion b. Moved by Mrs. Marilyn Cornett, seconded by Ron Davies, that this Citizens Advisory Committee, Year-Round Education, indicate their support of the five-term optional year-round educational concept and direct the Superintendent of Schools to present our recommendations, along with the position paper and the Year-Round Educational Project II Goals for the 1970-71 school year, to the Board of Education at their September 28, 1970 meeting. Passed by unanimous vote.

3. On September 28, 1970 the Board of Education reviewed the position paper on the optional five-term year-round educational plan and following a brief question and answer period, passed the following motion:

MOTION by Matrille, supported by Schmidt, that the Board of Education approve the recommendations of the Year-Round Education Citizens Advisory Committee as follows: That the study of the mandated four-quarter year-round school plan not be continued--AND, that the Board of Education adopt the position paper on the optional five-term year-round educational plan, including the Year-Round Education Project II Goals for the 1970-71 school year. Passed by unanimous vote.

4. On March 2, 1971 at the Citizens Advisory Committee meeting, where following discussion over the cost analysis for Phase III, Mr. Bob Goodwin, supported by Sister Paula Connor, moved

'That this Citizens Advisory Committee accept this cost analysis and tooling-up plan and further recommend that the Utica Community Schools pilot an optional five-term

educational program in grades 10-12, provided funds become available to implement the projected costs of the tooling-up plan along with the actual three-year pilot program.

Discussion in support of the motion followed. Motion carried by unanimous vote.

Comments

As the Utica Community School District moves to develop a five-phase approach to year-round education, one begins to see how little is really known about the concept. Compare this knowledge with the material which will be available after several years of research and development. Already, since our initial study began in 1968, the number of school districts in this country considering year-round education has grown dramatically (see Appendix G).

Utica, Michigan already utilizes a year-round educational concept through its Community School program. Evidence for this year-round school movement includes driver education, adult education, enrichment classes for elementary, secondary and regular citizens within the school community, summer recreation programs, teen clubs, senior citizens activities, and other school related events such as already take place beyond the normal school day.

In a district such as the Utica Community Schools, the total community school concept is utilized so that our facilities are available, as needed, for citizens groups and activities. To make the statement regarding the year-round educational movement, in this district, means utilizing total school resources for citizens' involvement within our community area, which are already available on a year-round basis.

D. Conclusions (Also read Appendix F)

Educational Requirements. It is abundantly clear that more knowledge and understanding are necessary to get along now than a century or even a generation ago. What seemed to be advanced knowledge then is often considered elementary today. Before the present age of electronics, machines and automation, with its increasingly complex social conditions, an elementary education was often considered sufficient, and a high school diploma an achievement of consierable importance. Today that is changed; a high school education is considered a minimum requirement, and a college education or some post high school education appears to be a necessity. In this country, during past decades, educators have demanded quantity educational opportunities; today they are expecting quality educational opportunities for the youth of America.

There are many different versions of the year-round school found today. Our original research found nearly seventy different types of year-round school programs advocated in the United States and Canada. From these different methods of extending or rescheduling the traditional school year comes a trend; that of a general year-round educational movement in this country.

Today many school districts are looking at new school calendars. For some the interest is currently to be found in a flexible school year configuration which adds 15 to 45 days to the traditional 180-day school year. Others look at the year-round educational movement as an opportunity to improve present curriculum structures.

Various plans have been designed and implemented as an attempt to increase the use of facilities, of professional skills and of time. Some of these plans have been aimed primarily at affecting economies by using the school plant all year, with only a percentage of the total number of students enrolled at any one time. Other plans, such as that for a school session in the summer, have had mainly educational objectives. Recently, additional plans have been designed which aim toward the achievement of both types of objectives: economical and educational. Such is the case of the optional five-term concept.

Generally, the move to the all-year school is under the auspices of saving monies for public taxpayers, many of whom are urging educational reform. Educators believe that some savings can be realized, but at a far greater inconvenience to the local educational community. A more realistic approach toward resolving the issue of the extended year-round school would be to move in the direction of a modified approach, such as an optional year-round school concept.

E. Promising Areas for Further Study

The Utica Community Schools has many new promising areas for future study as a result of the year-round school communications phase. The implications which have risen and are found throughout this study have to be researched and answers given with regard to this school district. A newly formed Citizens Advisory Committee for all facets of local education (March 16, 1971 - June, 1972) may resolve many of these major areas of concern.

Curriculum, financial and personnel implications hold the greatest need for research. Time will provide answers for many of these new situations as the district continues to develop new educational concepts in its attempts to provide quality education through economic efficiency as part of the year-round school concept.

A Closing Statement

As this, the final chapter, is written on the communications phase (Phase II) of year-round education here in Utica, Michigan, one has to pause and study briefly the Table of Contents. The questions raised; the implications which exist; the spinoff in educational areas, especially curriculum; the history of the year-round educational movement to date and the economic implications--all are significant to the district. These facts, when applied to a rapidly growing urban school district such as Utica's, which is already faced with rising building costs and even higher interest rates coupled with the general economic picture at the present time in America, blend itself to one basic question: Will the all-year school be feasibile in Utica, Michigan during this, the last quarter of the Twentieth Century?

The answer to this question can only be answered by local educators, Citizens Advisory Committee members and the Board of Education, but most of all, it will be answered by local taxpayers who live in this school district.

Any job as massive as the rescheduling of the Utica Community Schools, if only on the secondary level, cannot be planned or accomplished through part-time effort. There are many elements in restructuring curriculum that will require the coordinated input involving all segments of this school system. The impact of reorganization on class scheduling, on extra-curriculum activities, on work-study programs, on articulation from kindergarten through grade twelve, on custodial and maintenance schedules, and with a host of other components of the school program will require careful analysis and sound judgement.

As a preamble to future direction of the all-year school in Utica, Michigan, it is anticipated that within our financial limitations, this district will continue to move in the current direction of:

1. Secondary Education developing an expanded tuition summer school program for greater remedial and enrichment experiences. (Acceleration should follow when state aid becomes available for regular high school credit or sufficient tuition is charged to equate regular secondary credits.)

2. Elementary Education developing an expanded tuition summer school program for greater remedial and enrichment experiences. Also, that regional summer school programs be continued wherever necessary to insure the successful completion of elementary units such as reading and/or Language Arts skills for those elementary school children desiring these concepts.

3. Community Education will promote and expand the Community Education Department to continue those educational concepts, not now covered in the regular areas of both secondary and elementary education, such as:

   a. Pre-school activities
   b. Nursery school activities
   c. Elementary enrichment program
   d. High school completion
   e. Adult enrichment
   f. Teen Club activities
   g. Out-of-school youth programs
   h. Senior Citizens programs

APPENDIX A

FILMED FROM BEST AVAILABLE COPY

A POSITION PAPER ON THE OPTIMAL FIVE-TEN YEAR YOUND EDUCATIONAL PLAN

BY:

George B. Glinke, Director
Year Round Education

FROM:

THE FOUR-QUARTER STAGGERED SCHOOL YEAR

A FEASIBILITY STUDY

UTICA COMMUNITY SCHOOLS
Utica, Michigan

September, 1970

A POSITION PAPER ON THE OPTIONAL FIVE-TERM YEAR ROUND EDUCATIONAL PLAN.

The five-term optional year round educational concept does two things.

1. Restructures the traditional school year from two 90-day semesters with seven days to open and close school and to maintain records to a four-term regular school year consisting of 47-day terms. This permits four 45-day (nine week) terms with provision for one day to open and one day to close each term which will extend the traditional school year one day from the present 187 days to a new year of 188 days.

   This also permits twice as many students opportunities to reschedule personal class choices from new term class offerings.

2. Reschedules the traditional school year at a possible future day by providing an optional 47-day fifth summer term. The student would take a regular school year and then have the option to choose the fifth optional summer term. At this point in his school program, the student would be free to choose his school schedule on an optional year-round basis, dropping out a term rather than summer if he so chooses.

   If he chooses not to drop out of school for an optional term, he shall be utilizing the accelerated or enriched phase of his school program, while at the same time, fully utilizing the new restructured curriculum to better meet his own personal educational needs.

Among the reasons for choosing the five-term optional year-round education concept were: The nine-week survey approach currently being utilized in the seventh grade in our junior high schools and the new ten-week marking period adopted one year ago in our high schools.

The new "term" Language Arts, E.P.I.C. pilot program to be introduced at Utica High School sets the pattern for the new kind of curriculum development expected to emerge as restructured curriculum from the year-round education concept. These new concepts blend themselves well to the restructured curriculum which will improve the opportunity to provide equal quality and quantity educational choices for our boys and girls.

With the five-term concept, the first four terms would be required attendance (fifth term optional).

CHART A

OPTIONAL FIVE-TERM CALENDAR

Fall Term	Holiday Term	Winter Term	Spring Term	Optional Summer Term

The above proposed school calendar would be subject to change and be negotiated through a master agreement ratification phase of collective bargaining by both the teachers group and the local Board of Education. (See Chart A.)

The fall term could begin on August 28, 1972 and run forty-seven days with provision for one day opening and one day closing school. Time has been allocated for no school on Labor Day, September 4, 1972. The fall term would end on November 1, 1972.

The holiday term could begin November 2, 1972 and run through January 19, 1973 with provision for vacation at Thanksgiving time, from the end of the school day, November 29 through December 3, 1972. Christmas vacation would run from the end of the school day December 21, 1972 through January 2, 1973.

This term is forty-seven days long with provision for one day opening and one day closing of school.

The winter term could begin on January 22, 1973 and run through March 27, 1973. This term would be forty-seven days in length, forty-five days for pupils with one day to open and one day to close the term.

The spring term could begin on March 28, 1973 and run through June 11, 1973. This term would provide Good Friday and the following week off (April 20 through April 29, 1973). School would be closed Memorial Day, May 28, 1973. This term would consist of forty-seven days, forty-five days pupil attendance, one day to open and one day to close.

The optional fifth summer term also provides a forty-seven day period of time for pupil attendance. The question of a break before and after the summer term becomes the key issue at this point. Two weeks off for all pupils is a possibility either prior to or just after the optional summer term. For additional information see sample schedule near end of position paper.

In the case of state aid reimbursement, both the four-quarter mandated and the four-quarter optional program would be funded the same. Any difference would depend on the number of classes the pupil would take during a regular quarter. If the pupil enrolled in a full schedule all-year round, the district would receive 133 1/3 percent reimbursement for that student for a total year-round operation of four quarters. (See Chart B.)

Under the five-term concept, state aid would be paid on a full year-round school plan at a rate of 125 percent or a difference of 8 1/3 percent less per year for each full-term student enrolled in the five-term concept. (See Chart B.)

CHART B

STATE AID REIMBURSEMENT

Four-Quarter Staggered (Required)	Optional Four-Quarter	Optional Five-Term
3 quarters - 100%	3 quarters - 100%	4 terms - 100%
4 quarters - 133 1/3%	4 quarters - 133 1/3%	5 terms - 125%

One way to assess this approach is to devise the accelerated concept. Under a mandated or optional four-quarter concept, using full acceleration, it would take nine consecutive quarters (300 percent state aid reimbursement) to graduate. Wherein, then, does the advantage lay?

The mandated four-quarter plan could be completed in two full-year years and 62 days (2 1/4 years or 558 attendance days). Since the four-quarter optional plan has been pro rated, the same cost factor is applied, except that the total number of days could vary in the accelerated concept for the optional four-quarter plan all the way from 513 to 528 days. (See Chart C.)

Under the five-term optional program, the number of days required to accelerate through the program is 564 days, two full years and 94 days or 2 2/5 years. The extra six days found in the optional five-term program comes with the opening and closing 12 terms in place of nine quarters, thus (3 x 2) equals the difference in the six days required to accelerate through the optional five-term concept over either four-quarter plan. (See Chart C below)

CHART C

ACCELERATED SCHOOL PROGRAM

Four-Quarter Staggered (Required)	Optional Four-Quarter	Optional Five-Term
Time 2 years, 62 days	2 years, 62 days	2 years, 94 days
Attendance days 558 days	558 days	564 days

As for the initial difference in state aid payment, 6 1/3 percent more for four quarters per full year versus the five-term approach. (See Chart B) It doesn't make any difference which plan the district accepts, as all three plans pay a full 300 percent state aid reembursement for the complete High School program. You must consider that the district will move more students through quicker with both mandated or optional four-quarter plan than the optional five-term plan. However, the student will have 25 percent more chance to adjust his schedule with the five-term plan as compared with the optional four-quarter plan, nine quarters versus 12 terms.

With both optional year-round school plans, the fourth quarter or the fifth term, each session would be 47 days long. Forty-five days in session, one day to open and one day to close.

According to the above figures, it would be more economical to schedule the optional four-quarter plan, but the optional five-term approach offers more individual student choice, such as is the case of seventh grade survey classes currently found in the district's junior high schools.

Regular yearly expenses could be less if a student decided to start his high school program with the 47-day optional summer quarter and go nine consecutive quarters from that point.

The one unknown factor regarding the optional four-quarter program centers around the pay during the extra optional fourth quarter. Should an equal per day, pay basis be established, additional economical factors would be utilized for the district. It stands to reason that if the district can educate more students per day and graduate more pupils in less time, the total per pupil expense will be less. That concept which fulfills the majority of all major objectives in the shortest period of time, would be the most efficient to operate.

In final analysis, state aid reembursement for the basis 180 days would be the same on a per day basis for the three plans mentioned here, (the four-quarter, mandated or staggered, plans and the five-term optional plan). The total per pupil expenditures would be less for the four-quarter plan than for the five-term optional concept because with the five-term concept, school opens and closes more often (two days a year). Educationally, the five-term concept offers more flexibility in developing greater individual student scheduling and would be easier to establish in present secondary schools.

For the purpose of this paper, the most logical approach in the Utica Community Schools at the present time is to establish a regular secondary school program consisting of four terms of 47 days each.

The second logical approach to year-round school in Utica, Michigan would be to establish a fifth optional summer school term. This expanded summer school term would be the same in quantity and quality as any previous term and would enable the pupil to achieve any one of the following several choices:

1. Enrichment
2. Acceleration
3. Make-up
4. Regular optional term

The present summer school program would be increased from its six weeks session to the new expanded nine week term.
It is further recommended that a study session be undertaken to investigate the possibility of a joint venture in year-round education be undertaken among several local school districts, such as Utica, Rochester, and Romeo, Michigan. The purpose would be to consider establishing a joint 47-day (nine-week term) optional summer school program among several districts.

The logical approach to establish a pilot, year-round educational concept would be to have local participating school districts hire one full-time summer school principal for the purpose of establishing, coordinating and developing a workable regular summer school term program. This optional fifth summer school term would be the same in quality and quantity as any previous 47-day term. Additional possibilities will present other mini classes to be established in three weeks, four and one-half weeks and in other dimensions which would fulfill state requirements for state aid reembursement on a term basis. This phase would come about at a later time following completion of Phase II of the five-phase year-round education report dated July, 1971.

In summary, the present secondary schools should be restructured to fall into a regular four-term school year of 47 days each school term. Following this phase of curriculum revision, a fifth optional term should be added in succeeding phases to take the place of the regular 'make-up' summer school program so as to provide the eventual 'optional' year-round educational program by rescheduling the school year.

The restructuring of the Utica Community Schools basic curriculum (K-12) into the optional five-term concept permits a downtime (parents and pupils choice) five times a year. During this nine-week downtime, three-week classes, four and one-half week classes or other types of 'mini classes' could be offered on a year-round basis.

The free choice to schedule your own vacation period, along with the ability to provide additional 'built-in' mini classes during the family's downtime provides local educators with a complete total community school concept. It is the eventual development of this new and exciting concept that will enable the district to provide optional, flexible year-round educational opportunities for the youth of this community.

The logical steps which follow will insure the peaceful transition from traditional two-semester, make-up six-week summer school to the new optional five-term year-round educational program in Utica, Michigan.

1. Restructure the two-semester school year into four 47-day terms. This provides 45 days attendance for pupils, one day to open and one day to close each term. (This adds one day to the present 187 contract days by which all teachers now are employed.)

2. Reschedule the current school year by adding an optional 47-day fifth term during the summer time, the same in quality and quantity as any previous 47-day term. (Student would be required to attend the first four terms, and then would be free to choose to attend the fifth optional term the next summer or at some later time.) Classes would then be taught each 47-day term on a demand and fill basis. Once rescheduled, the pupil and his family can pick and choose the remainder of the student's schedule to best meet both individual and family needs.

3. Develop in grades K-12 a series of mini course concepts to be offered in three week, four and one-half week blocks, or in other dimensions which would tend to best meet the needs of the individual student for that particular time during his school career. These mini courses could be offered through the Community Education department or organized as part of both the department of Elementary and Secondary Education. Two examples showing full utilization of the mini course concept during the optional downtime follow:

Suppose a family sends all three children to school (one elementary, one junior high and one high school pupil) the regular school year and then decides to attend the optional summer term. The entire family would be free to drop out of school for any of the following terms and take a family vacation, perhaps tour the south during February and March. Upon return to Utica, they would still have time remaining on their downtime while dad has gone back to work. The family would then examine individual pupil assessments with the help of local community school counselors. It may be decided at that time to enroll one or more children into one of several mini-classes being offered during that particular downtime. When the next regular term begins, the family re-enrolls their children in a regular term and they are now back on schedule to continue their normal educational patterns. Next year they may decide to vacation a different term and the cycle is repeated which best meets individual family or student needs.

Another example of a mini class might be the conversion of a school bus by utilizing the front part for a lecture room for 15-20 students and developing a mobile science lab in the back part of the bus. Special classes in ecology, geography, geology, chemistry, biology, air and water pollution and numerous mini concepts could be developed. The bus could be utilized on two or three week field trips, whereby some pupils could travel during their downtime visiting on site locations, conducting experiements, etc.

Final Note:

According to any optional five-term year-round educational concept, as presented in this working paper, all students would have at least one-week vacation at Christmas, one-week vacation at Easter, and two weeks off each summer, either before or after their optional summer term. If the family or student decides not to attend the optional summer term, the student would have another nine-week vacation period. If the student decides to attend the optional summer term for nine weeks, he would then have the choice to pick and choose his individual schedule the remainder of his school career. This would give him additional time off when he and his family decides which time would best meet their own personal needs.

Instead of two curricular choices, the student now has five. Instead of the family having one vacation choice, they now have five, plus the district can develop a new restructured curriculum which offers educational opportunities all year round.

The strength of this position paper enables both vertical and horizontal individual student development while at the same time enables the school district to develop new mini course concepts on a year-round basis. These new abbreviated classes will be most effective during the off or down period where educational enrichment, make-up or broader learning experiences can be made available for boys and girls in Utica, Michigan.

Before the district embarks on a year-round educational concept, it must first restructure the curriculum, then reschedule the school year to provide maximum individual family flexibility. A sample proposed calendar is attached for the 1972-73 school year and would be subject to negotiation through the master agreement as ratified by both the teachers group and the local Board of Education.

George B. Clinke
Director, Year Round Education

A proposed five-term optional year-round school calendar modified for the Utica Community School Year 1972-73. This schedule could be utilized to change from the present two semester, six weeks summer school program to a four-term, optional fifth term, volunteer summer term for year-round school operation.

As compiled by

George B. Glinke, Director
Year Round Education

The following proposed school calendar would be subject to change and be negotiated through a master agreement ratification phase of collective bargaining by both the teachers group and the local Board of Education.

The fall term could begin on August 28, 1972 and run forty-seven days with provision for one day opening and one day closing school. Time has been allocated for no school on Labor Day, September 4, 1972. The fall term would end on November 1, 1972.

The holiday term would begin November 2, 1972 and run through January 19, 1973 with provision for vacation at Thanksgiving time, from the end of the school day, November 29 through December 3, 1972. Christmas vacation would run from the end of the school day December 21, 1972 through January 2, 1973.

This term is forty-seven days long with provision for one day opening and one day closing of school.

The winter term would begin on January 22, 1973 and run through March 27, 1973. This term would be forty-seven days in length, forty-five days for pupils with one day to open and one day to close the term.

The spring term would begin on March 28, 1973 and run through June 11, 1973. This term would provide Good Friday and the following week off (April 20 through April 29, 1973). School would be closed Memorial Day, May 28, 1973. This term would consist of forty-seven days, forty-five days pupil attendance, one day to open and one day to close.

The optional fifth summer term also provides a forty-seven day period of time for pupil attendance. The question of a break before and after the summer term becomes the key issue at this point. Two weeks off for all pupils, is a possibility either prior to or just after the optional summer term.

Plan A. Split summer break. One week off before and one week off after optional fifth summer term.

The term could begin June 18, 1973 and run through August 22, 1973. Forty-seven days, forty-five days attendance for pupils with one day to open and one day to close the optional fifth summer term.

(Everybody would be off both the week prior to and the week after the summer term until school would start, the day after Labor Day, September 4, 1973.)

Plan B. Large block break. With this option, all pupils could be off for two weeks before or approximately two weeks after the optional fifth summer term.

This term could begin June 12, 1973 and run through August 16, 1973 or it could begin June 27, 1973 and run through August 31, 1973.

Both the optional fifth summer terms provide one day vacation for Independence Day, July 4, 1973, or as designated by new federal legislation which would move it from a Wednesday to either the preceding Monday or delay it to the following Friday.

The theory to the optional fifth summer term is that when enough students go to school during the summer on their own, and thus drop out of school a term later on, the concept of year-round education has been met within the Utica Community School District on a volunteer basis.

The nine-week summer session could be cut vertically or horizontally depending upon the needs of the individual school or sub-community within the district. A four and one-half summer experience could be repeated twice a summer term or three, three-week sessions could be designed to best take advantage of the typical learning situation. Perhaps it would be better to schedule a student for a couple of hours a day for three, six or nine weeks. You could have complete flexibility within the framework of an extended or year-round school educational concept. The downtime or off term could be handled similarly in each of the other four terms.

The optional summer term concept can be made available for both elementary and secondary school students. Full term credit could be received should the student decide to attend full-time with the option to drop out a term sometime later on during the school year. However, should the student fail to drop out a quarter later on, he or she would have taken full advantage of the enrichment phase of the year-round educational concept as part of the plan. The payment of term state aid is necessary to help fund local educational costs and is currently being resolved in Lansing, Michigan.

Note: (Should local educators decide upon a revised school calendar, utilizing the five-term concept, it is possible that the district may decide to end the holiday term, Term II, just prior to Christmas vacation. In this instance, school could likely begin on August 10, 1972 and end on May 22, 1973 with the fifth optional summer term being scheduled between May 23, 1973 and August 8, 1973.)

What happens is simply the fact that the school calendar has been set ahead twelve school days so that the second term, the holiday term, ends with the beginning of Christmas vacation. School then ends twelve school days earlier in the spring.

Fall Term, 1972

45 days attendance for students, 47 days attendance for staff.

August, 1972

4 days attendance in August

M	T	W	TH	F
28	29	30	31	

September, 1972

20 days attendance in September

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October, 1972

22 days attendance in October

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	12
16	17	18	19	20
23	24	25	26	27
30	31			

November, 1972

1 day attendance in November

M	T	W	TH	F
		1		

Begins August 28, 1972
Ends November 1, 1972

Holiday Term, 1972

45 days attendance for students
47 days atendance for staff

November, 1972

20 days attendance in November

M	T	W	TH	F
			2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Thanksgiving Vacation

December, 1972

14 days attendance in December

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Christmas Vacation

January, 1973

13 days attendance in January

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19

Begins November 2, 1972
Ends January 19, 1973

Winter Term, 1973

45 days attendance for students
47 days attendance for staff

January, 1973

8 days attendance in January

M	T	W	TH	F
22	23	24	25	26
29	30	31		

February, 1973

20 days attendance in February

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

March, 1973

19 days attendance in March

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27			

Begins January 22, 1973
Ends March 27, 1973

Spring Term, 1973

45 days attendance for students
47 days attendance for staff

March, 1973

3 days attendance for March

M	T	W	TH	F
		28	29	30

April, 1973

15 days attendance in April

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Easter Vacation

May, 1973

22 days attendance in May

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Memorial Day

June, 1973

7 days attendance in June

M	T	W	TH	F
				1
4	5	6	7	8
11				

Begins March 28, 1973
Ends June 11, 1973

Optional Summer Term, 1973

45 days attendance for students
47 days attendance for staff

Plan D. Provides for a two week vacation for all students after the Summer Optional fifth term, between August 15 and Labor Day, September 3, 1973 with the Fall term 1973 beginning on September 4, 1973.

June 12, 1973

14 days attendance in June

M	T	W	TH	F
	12	13	14	15
18	19	20	21	22
25	26	27	28	29

July, 1973

21 days attendance in July

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Independence Day (According to new proposed Federal legislation, this may be moved to the closest Monday, in this instance probably July 2, 1973.)

August, 1973

12 days attendance in August

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	

Plan A
Begins June 18, 1973
Ends August 22, 1973

(Provides a split vacation one week before and one week after Summer Optional Term.)

Plan B
Begins June 12, 1973
Ends August 16, 1973

(Provides two week vacation after Summer Optional Term.)

Plan C
Begins June 27, 1973
Ends August 31, 1973

(Provides two weeks vacation before Summer Optional Term.)

APPENDIX B

Memo To: All Teachers, Utica Community Schools

From: George B. Glinke, Director, Year-Round Education

Date: November, 1970

Subject: In-Service Training, Year-Round Education

For the past 18 months, the office of Year-Round Education has been working with the basic concept of providing year-round educational opportunities for boys and girls in this school district.

You have already received a copy of the position paper on the optional five term year-round educational plan, along with goals for Project II, Year-Round Education.

The five points below will bring you up to date about year-round education in Utica:

1. The feasibility study
2. An application for grant to Phase II
3. Goals for the 1970-71 study
4. The position paper
5. Implementation of goals

LOCAL APPROVAL TO PROCEED

On September 9, 1970 the Steering Committee, Year-Round Education, approved the position paper on the Five Term Optional Year-Round Educational Plan, along with goals as developed by the office of Year-Round Education.

On September 15, 1970 the Citizens Advisory Committee, Year-Round Education, passed the following two motions:

Motion 1. Moved by Mr. Holland, seconded by Sister Paula, recommending that the Citizens Advisory Committee, Year-Round School, drop the mandated Four-Quarter Staggered Plan for lack of positive public opinion. Passed by unanimous vote.

Motion 2. Moved by Mrs. Cornett, seconded by Ron Davies, that this Citizens Advisory Committee, Year-Round Education, indicate their support of the Five Term Optional Year-Round Educational Concept and direct the Superintendent of Schools to present our recommendations, along with the position paper and the Year-Round Educational Project II goals for the 1970-71 school year, to the Board of Education at their September 28, 1970 meeting for their approval. Passed by unanimous vote.

On September 28, 1970 the Board of Education reviewed the position paper on the Optional Five Term Year-Round Educational Plan and following a brief question and answer period, passed the following motion:

MOTION by Matrille, supported by Schmidt, that the Board of Education approve the recommendation of the Year-Round Citizens Advisory Committee as follows: "That the study of the mandated four-quarter year-round school plan not be continued--AND, that the Board of Education adopt the position paper on the optional five term year round educational plan, including the year round education Project II Goals for the 1970 - 1971 school year. Passed by unanimous vote.

SUGGESTED STAGES OF DEVELOPMENT

Phase I	1969-70	Feasibility Study
Phase II	1970-71	Communications Phase
Phase III	1971-72	Convert curriculum from two semesters to four 45-day terms
Phase IV	1972-75	Conduct three-year pilot program, September, 1972 through August, 1975
Phase V	1975	Decision to expand pilot concept to lower levels and to other areas of district

The Office of Year-Round Education in Utica is faced with the responsibility of implementing the intent of the Steering Committee, Year-Round Education; the Citizens Advisory Committee, Year-Round Education; the Utica Community Schools Board of Education; the Michigan State Department of Education and the Michigan State Board

of Education. This responsibility is welcome. The first task completed during October of 1970 was to send out over 500 letters to every school district in the State of Michigan with student populations in excess of 1000 students requesting curriculum material involving nine- or ten-week term concepts.

No one force, person or administrator can restructure a total curriculum, one which already ranks high in this state. However, should our district be able to move to Phase III, the curriculum conversion phase, to implement the tooling-up plan, a major restructure must take place.

One of the goals this year is to develop a tooling-up or conversion plan. This plan will be developed and submitted to the Michigan State Department of Education by March 30, 1971, which will fulfill another charge this year for Phase II. Implementation of that tooling-up plan will, of course, be dependent upon funds to be made available for the utilization of professional educators to develop the term curriculum structures advocated in this rapidly growing suburban school district.

With a restructured term curriculum, opportunities can be made available to reschedule the traditional school year by adding an Optional Fifth Summer Term, should Phase IV be funded.

SUGGESTED ACTIVITY BETWEEN NOVEMBER, 1970 AND MARCH, 1971

A model to move toward was suggested by the Michigan State Department of Education, Curriculum Division. In the goals for Phase II under the "Suggested Three-Year Time Schedule", page 6, were points number 5 and 6 as shown below:

5. Develop new system-wide term course labels for all new term classes to be found with the restructured curriculum.
6. Start writing new course descriptions to match above new course term labels.

E.P.I.C. CONCEPT

When our High School English Department, under the direction of Mrs. Swinehart*,

*Secondary Curriculum Committee members included: Pat Swinehart, Chairman; Judy Clark; Elaine Cooper; Ruth Thorpe; and Mary Jennings (now Mrs. Don Enger.)

developed the new E.P.I.C. (Elective Program in Communications) program, they utilized a concept which proved very successful.

The suggested approach to curriculum revision and development as utilized in the E.P.I.C. concept follows:

1. Isolate problems of present program:
   a. Problems faced by teachers
   b. Problems faced by students
   c. Problems inherent in curriculum
   d. Problems not mentioned above
2. Examine assumptions of present philosophy:
   a. Is present curriculum individualized? Should it be?
   b. Is chronological age the most relevent in grouping?
   c. Are students capable of taking some of the responsbility for their own?
   d. Is there any one course valuable that it must be taken by all students?
   e. Is there a reason why courses must be a year in length?
   f. Is there a "minimum" level of achievement before graduation that would be applicable and meaningful for all students?
   g. What is the most reasonable way to group students in order to facilitate ease and effectiveness of both teaching and learning?
   h. Would allowing teachers to teach their "forte" promote quality instruction?
   i. What should curriculum design begin with?
3. Produce a framework of curriculum:

   Isolate essential ingredients which your department feels would be a sound curriculum. It should be one that resolves your problems in addition to fitting the concepts of what the program should be doing philosophically.

4. Resolve needs through courses:

   Curriculum theory must become transformed into an operational program--usually in the form of courses. Develop a full complement of courses which will meet the goals of the curriculum framework.

   a. What are the most important courses?

5. Organize materials and techniques:

   In order to get an idea of what might be involved in developing courses in curriculum and to write them up in some consistent form, develop each course according to a common format.

6. Survey students and incorporate them in curriculum revision. Survey students to check validity of courses. Incorporate student suggestion in final course offerings.

Steps one, two and three above could be utilized in resolving apparent curricular areas prior to March 1, 1971. During the month of March, 1971, the Year-Round Education Department plans to release local key curriculum specialists to develop the conversion or tooling-up plan, as scheduled, during this second phase of the study.

The Utica Community School district has a commitment to submit the conversion plan to the Michigan State Department of Education, Curriculum Division, by March 30, 1971, so it is vital that this district gain input prior to the first of March.

In November, a cost analysis plan was developed in cooperation with key selected curriculum system chairmen. This cost plan will enable the State Department of Education, with school Superintendents involved, to assemble the necessary material so proper legislation can be enacted in time to implement the tooling-up plan as soon as possible

If everything proceeds according to schedule, Utica would be receiving notification of a third grant in April, 1971. This would enable the district to implement the tooling-up (curriculum conversion) plan during the summer of 1971.

Failure of continuous success patterns will only serve to delay the fall, 1972 implementation date. This would only further delay the first fifth optional summer term beyond the June, 1973 deadline, as originally suggested by the Michigan State Department of Education as a desirable pilot starting time.

Steps four, five and six of the report mentioned here-in should be completed by the end of May, 1971, which would include the development of new "term" labels and new "term" class descriptions.

Should you have any questions, please feel free to utilize my services. My number is 739-0400, ext. 67 or 68.

WHAT IS THE OPTIONAL FIVE TERM YEAR-ROUND SCHOOL PROGRAM?

As compiled by

George B. Glinke, Director
Year-Round Education

Structurally, the five term optional year-round educational concept does two things:

1. Restructures the traditional school curriculum from two 90-day semesters with seven days to open and close school and to maintain records to a four-term regular school year consisting of 47-day terms. This permits four 45-day (nine-week) terms with provision for one day to open and one day to close each term which will extend the traditional school year one day from the present 187 days to a new year of 188 days.

   This also permits twice as many students opportunities to reschedule personal class choices from new term class offerings.

2. Reschedules the traditional school year at a possible future day by providing an optional 47-day fifth summer term. The student would take a regular school year and then have the option to choose the fifth optional summer term. At this point in his school program, the student would be free to choose his school schedule on an optional year-round basis, dropping out a term other than summer if he so chooses.

   If he chooses not to drop out of school for an optional term, he shall be utilizing the accelerated or enriched phase of his school program, while at the same time, fully utilizing the new restructured curriculum to better meet his own personal educational needs.

To be meaningful, an effort must be made to provide a rather complete program during each term, while requiring minimum prerequisites and/or sequential offerings. Provisions must be available for a pupil to choose to work and/or go on vacation at a time other than during the summer without undue penalty.

To merely divide the textbook or class into terms instead of semesters is not sufficient. Without extensive revision of educational goals and an intensive analysis of the curuculum, four terms of school will be no more of an exciting prospect than two semesters.

Among the reasons for choosing the Five Term Optional Year-Round Education concept for this school district were: the nine-week survey approach currently being utilized in the seventh grade in our junior high schools and the new term marking period adopted one year ago in our high schools.

The new "term" Language Arts, E.P.I.C. pilot program to be introduced at Utica High School sets the pattern for the new kind of curriculum development expected to emerge as restructured curriculum from the year-round education concept. These new concepts blend themselves well to the restructured curriculum which will improve the opportunity to provide equal quality and quantity educational choices for our boys and girls.

The "term" parent-teacher conference utilized in our elementary schools also blend themselves well with the Optional Five Term Educational Concept.

Many factors other than time, number and amount of days must be weighed when restructuring curriculum. Each term course must be a complete and autonomous unit. The number of possible courses within a given discipline must be broad enough to assure continuous learning opportunities for the pupil.

With the Five Term Optional Year-Round Educational Plan, this school district can offer greater flexibility, both in scheduling and in curriculum offerings. The possibilities at this time appear unlimited while benefits to pupils are great. If a pupil so chooses, he may take a greater number of courses during a twelve-month period. Such a choice permits him several options: he may graduate at an earlier date, enrich his plan of studies, take remedial work if required or take an alternate course if he is unsuccessful in a particular term offering.

The possibilities with the Distributive Education and the Co-op Program, while taking a lighter load during the regular school year, working part-time, are virtually unlimited.

To a great extent, the student may vary his studies according to interest and convenience as course offerings become less sequential in many subject areas.

The advantage of the Optional Five Term Year-Round Educational Plan is that it enables both vertical and horizontal individual student development while at the same time enables the school district to develop new "mini" course concepts on a year-round basis. These new "abbreviated" classes will be most effective during the off or down period where educational enrichment, make-up or broader learning experiences can be made available for boys and girls in Utica, Michigan.

Before the district embarks on a year-round educational concept, it must first restructure the curriculum.

APPENDIX C

SCRIPT OF SLIDE PRESENTATION

YEAR-ROUND SCHOOLING: IT'S SIGNIFICANCE FOR THE 70'S

SCHOOLS--They (slide) come in all sizes (slide) and shapes (slide) and types, don't they?

But all schools have some things in common; like classrooms (slide), courses (slide) and teaching (slide).

The Utica Community Schools is no exception. Your Board of Education must constantly evaluate its (slide) system of classrooms, courses (slide), and teaching in order to (slide) keep in tune with the educational needs of our student body and community.

This school district's continuing appraisal has resulted in a number of significant local educational improvements in recent years.

It has led us to build our schools architecturally alike whenever possible, with a resulting savings on design, construction and maintenance costs. Here are some examples: (slide) the new Collins (slide) and Walsh (slide) Elementary Schools (slide), and the Davis (slide) and Malow (slide) Junior High Schools.

It has led us to more than double the number of vocational-technical (slide) education courses and programs for students (slide) who will be seeking good jobs (slide) after graduation.

It has led us to making our school buildings available as (slide) centers for the entire community's ambitions, (slide) interests and needs.

It has led us to the successful use of five-year planning (slide) for building and financial needs in order to cut down on election costs and to make orderly plans for our growth and progress.

And finally, it has led us to considering the educational (slide) and economic benefits of year-round education for our student body.

Tonight (today) we are going to talk about some of the major findings of our study, some of the decisions that have already been made based on these findings, and our future plans.

In other words (slide), we are going to discuss "Year-Round Schooling: It's Significance for the 70's."

The groundwork for our study was laid in April, 1967, when the Board of Education (slide) asked Michigan State University to conduct a general review of year-round schooling in the nation.

It is noteworthy that the Board of Education moved on the study even though, only four months earlier, (slide) voters approved a fifteen and one-half million dollar construction program and tax increase to last until the 1971-72 school year.

The Michigan State report (slide) included a recommendation that a local committee could best assess the actual savings and educational benefits of year-round schools, plus the local reaction of the community to it.

The School Board accepted this recomendation (slide) and a 21-member Citizens Advisory Committee was formed in September, 1968.

Hardly had this group begun its study when the Michigan Department of Education announced that one hundred thousand dollars was available to assist school districts in their research.

We were among 47 school districts (slide) to apply for a grant and six to receive one. We were awarded nineteen thousand five hundred dollars in March, 1969.

Our more intensive study began in July, 1969, (slide) with the gathering of more than 200 books, periodicals and newspaper articles on year-round education.

A task force of teachers and administrators (slide) started looking at the effects year-round education would have on the courses of study taught in the school district.

Our business office (slide) began investigating the dollars and cents implications of 12-month schooling.

A series of opinion surveys (slide) that sought the year-round school reactions of more than 4,500 residents, teachers, students, school administrators and business and industrial officials was also prepared.

We organized a conference in Port Huron (slide) that brought us in contact with personnel from other school districts in the state and nation considering or experimenting with a 12-month education plan.

In March, 1970, local residents were informed of our initial findings (slide) when a special newsletter was distributed to our more than 20,000 homes and apartments.

The entire year of work was summarized (slide) in a 580-page report that was presented to the Board of Education last July.

The School Board has since reviewed the progress report and approved the continuation (slide) of the study for this school year. The State Board of Education ha also continued our grant.

I regret to say that this presentation will not analyze each and every item that was researched and studied.

This is because the study revealed (slide) that year-round education has implications for every phase of our educational operation--from school bus transportation to preventative maintenance to future staff hiring.

However, there are three areas of major significance for residents and students, and these deserve an in depth explanation (slide). These three areas are the type of year-round schedule being considered, and the effects of this plan on our programs of study and school finances.

First I'd like to explain the type of year-round schedule that is being considered for our secondary school students.

As you know, the average high school (slide) currently consists of two semesters of approximately 90 days of school from early September to early June.

Our study has led us to consider (slide) splitting the two 90-day long semesters into four 45-day long terms.

In addition, a fifth 45-day term (slide) that a student could attend only if he wished to would be offered during the summer.

Under this term system (slide), a student would receive one-half semester of credit for each successful passage of a 45-day long course.

A student might voluntarily enroll in the summer term for three reasons: 1, to speed up his education and graduate early; 2, to take (slide) special enrichment courses he could not arrange to take during the regular school year, or 3, (slide) to take a full schedule of regular coursed during the summer term and miss one of the four terms scheduled during the regular school year.

The reason we are not considering forced student scheduling during the summer is that very few residents appear to be in favor of it if it affects their children or their family vacation schedule.

A total of 88% (slide) of the persons interviewed in our community surveys stated that summer was their first vacation choice.

So, since its your children and your pocketbooks that we are considering in our study of year-round schooling, we are abiding by your overwhelming indication that you do not want forced student scheduling during the summer months at this time.

The second significant phase of our study had to do with the effects of year-round schooling on the programs of study offered to students here (slide).

Our finding is that the five-term (slide) school year calendar could provide several new educational advantages for the student body; one of these advantages is program flexibility.

Unfortunately, the current semester calendar system sometimes blocks a student from taking courses out of his chosen field.

This means a student taking college preparatory subjects may sometimes have difficulty enrolling in an automative mechanics course, or vice versa.

However, by splitting the semesters into terms, the class scheduling flexibility (slide) is doubled and students will have more chances to enroll in all courses they desire.

The term school calendar system could also help keep potential dropouts in school.

For example, if family finances were a problem, the student (slide) could work full-time during the fall or winter and go to school during the summer when many other students are looking for jobs.

If a student became ill (slide) during any given term, he could still keep his class standing by attending the next four terms.

Gifted students could take advanced (slide) enrichment courses during the summer under a five-term program.

Slower students could be helped by remedial courses available at this time.

There already is an actual example of some of the educational improvements possible under a term approach in a new English program that begins in January at Utica High School.

Under this program, called E.P.I.C., the former (slide) 13 semester-long English courses have been expanded to 85 45-day selections (slide).

Although a much wider variety of courses will be available under the E.P.I.C. Program (slide), each of them will have the same underlying goals as current English courses--to improve reading, speaking, writing, thinking and listening skills.

A final potential advantage of this new system is that <u>even</u> if the voluntary summer term failed (slide) due to lack of interest, students would still benefit from increased program flexibility during the regular school year.

The last major area of our year-round schools study involved finances (slide).

Our finding was that 12-month schooling would not be an immediate financial cure-all for the costs of education, but it could result (slide) in long range savings.

Historically, the major argument for year-round schooling has been that money can be saved in the construction cost portion of a school district's budget.

And theoretically, under a five-term building use program, our schools (slide) could be occupied by 25% more students each year.

In fact if all of our schools were filled for five terms every year, our research indicated that approximately seventy-five million dollars could be saved in construction costs during the next 10 years.

However, it is unrealistic to assume that all of our schools would be immediately used year-round, particulary recalling those 88% (slide) of the residents we interviewed who said summer was their first vacation choice.

There is another reason we could not expect immediate savings in construction costs. It is that we soon will qualify for a new state law which (slide) allows us to delay payment on up to 75% of our current construction expenses until some of the older buildings in the district are paid for.

Under this law, it will be at least 1987 (slide) before our construction tax rate can be lowered. I'm sure you will agree that this makes our potential construction savings a very long range proposition.

It is also important to note that our construction payments currently account (slide) for only 25% of our annual school district budget.

On the other hand, our study indicated that the remaining 75% of our budget that goes to operate the schools (slide) could be substantially increased initially if we convert to a five-term program.

These additional costs would be due in part to the time and expense of revamping all courses of study from semester to term programs, to the (slide) lack of state financial aid for students who might enroll in a summer term each year strictly to enrich their education, and to the (slide) sophisticated computerized scheduling system that a five-term program would require.

In response to these potential financial problems, your Board of Education has already taken the position that it does not intend for this school district to become a financial guinea pig for year-round schools.

That is, this school district does not intend (slide) to start a year-round program unless state or federal sources help underwrite <u>any additional costs</u>.

The residents we interviewed (slide) echoed this feeling.

Only 10% (slide) of them stated they would be willing to pay additonal taxes for a year-round school program, <u>even</u> if it improved educational opportunites for students.

You know, it would be easy to cite the opposition to forced summer student attendance and the possibility of additional costs for the program as reasons for scrapping the year-round study completely.

But you must remember that the study also uncovered some promising possibilities for improving our local educational programs.

Knowing this, the Board of Education (slide) would feel remiss in its responsibility if it did not continue to explore year-round schooling within the strict guidelines (slide) that there will be no forced student scheduling during the summer and no increase in taxes to underwrite the costs of the programs.

With these guidelines in mind, our plans (slide) for the year-round school study this year are three-fold.

The first is this presentation, which is designed to bring you up-to-date (slide) on the progress of our study and research.

Two (slide), the development of plans to revise our courses of study from a semester to a term schedule.

Three (slide), the development of plans for a pilot year-round school program. The reason (slide) for a pilot program is to give the school district, students and the public some practical experience in dealing with the many changes that such a program would create.

In closing, I hope this presentation has accomplished its goal of bringing you up-to-date on one of the many ways this school district is constantly evaluating its classrooms, courses and teaching in an attempt to obtain the greatest educational return for every local tax and state dollar it received.

We will continue to keep you informed as we research (slide) 12-month schooling and other significant educational issues during our journey through the 1970's.

APPENDIX D

RESULTS OF PHASE II, THE COMMUNICATIONS PHASE

(SLIDE PRESENTATIONS)

THE SIGNIFICANCE OF THE REACTIONS TO THE 112 YEAR-ROUND SCHOOL PRESENTATIONS

In the section which follows, the Director of Year-Round Education has noted his own professional reaction of the group response to the presentation as given.

The presentation explains the concept of year-round schools and the concept is the main focus of this year's entire communications phase. The stated reaction found in this section then becomes the Director's personal assessment toward the acceptance of the concept.

The concept of the optional five-term year-round school plan negates the polarization of local residents for or against the approach because those parents and students wanting to participate may do so, while at the same time, those parents and students wishing to keep the traditional but restructured school year may also have that choice.

In the final analysis, should additional information be desired over the acceptance of the concept of year-round education within the Utica Community School District, an actual student schedule be built around the fifth optional summer term after student surveys so the district can resolve the following question surrounding the proposed pilot program. "Will students actually attend a tuition free regular credit term of school during all or part of the summertime." According to early survey results, 50% of our students indicated they would attend a tuition summer school to broaden or accelerate their education.[1]

George B. Glinke, Director
Year-Round Education

[1]Feasibility Study, Utica Community Schools, July, 1970, p. 196.

As a result of the research over year-round education from the original feasibility study (The Four-Quarter Staggered School Year, 1969-70), the Office of Year-Round Education developed a position paper on the optional five-term year-round educational plan.

LOCAL APPROVAL TO PROCEED

On September 9, 1970, the Steering Committee, Year-Round Education[1], approved the position paper on the five-term optional educational plan, along with goals as developed by the Office of Year-Round Education. It was this presentation and acceptance which enabled the communications phase to begin.

On September 15, 1970, the Citizens Advisory Committee, Year-Round Education, passed the following two motions:

Motion 1. Moved by Mr. Holland, seconded by Sister Paula, recommending that the Citizens Advisory Committee, Year-Round School, drop the mandated four-quarter staggered plan for lack of positive public opinion. Passed by unanimous vote.

Motion 2. Moved by Mrs. Cornett, seconded by Ron Davies, that this Citizens Advisory Committee, Year-Round Education, indicate their support of the five-term optional year-round educational concept and direct the Superintendent of Schools to present our recommendations, along with the position paper and the year-round educational project II goals for the 1970-71 school year, to the Board of Education at their September 28, 1970 meeting for their approval. Passed by unanimous vote.

On September 28, 1970, the Board of Education reviewed the position paper on the optional five-term year-round educational plan and following a brief question and answer period, passed the following motion:

> MOTION by Matrille, supported by Schmidt, that the Board of Education approve the recommendation of the Year-Round School Citizens Advisory Committee as follows: "That the study of the mandated four-quarter year-round school plan not be continued--AND, that the Board of Education adopt the position paper on the optional five-term year-round educational plan, including the year-round education Project II goals for the 1970-71 school year. Passed by unanimous vote.

Between November, 1970, and March, 1971, the Office of Year-Round Education has been and is scheduled to present an 14-minute slide presentation to civic, social and fraternal groups along with presentations to all faculties and other school affiliated groups within the Utica Community School District, including P.T.O., P.T.A. and Library Mothers. Over 100 such presentations are being shown to nearly 4,000 local residents. This fulfills the charge from the second grant from the Michigan State Board of Education and lays the groundwork for Phase III.

[1]See the Flow Chart for Year-Round Schools on page 16, Section G, Chapter II.

The communications phase was unofficially[1] ended on March 2, 1971, when the Citizens Advisory Committee, Year-Round Education, approved the tooling-up plan (see Appendix E.)

The following schedule of presentations fulfills this district's committment with Phase II:

DATE	GROUP	NO. OF PEOPLE	REACTION
9-9-70	Steering Committee, Year-Round Education	10	Good
9-15-70	Citizens Advisory Committee, Year-Round Education	31	Good
9-28-70	Board of Education	36	Good
9-30-70	Plumbrook Elem. P.T.A.	33	Fair
10-5-70	Ewell Elem. Parents Curriculum Council	31	Good
10-7-70	Optimist Club	21	Good
10-21-70	Utica Education Association, Control Implementation Session	14	Positive
10-29-70	Year-Round Education Steering Committee, Progress Report for Community Dinner	10	Positive
10-30-70	Dr. Pichel - Cost Analysis	1	Positive
11-4-70	Secondary Curriculum Council	12	Positive
11-15-70	Eisenhower High School Faculty (I-Service)	28	Good
11-6-70	Eppler Jr. and Shelby Jr. High Faculty	55	Positive
11-6-70	Utica High Faculty	40	Fair
11-6-70	Sterling Jr. and Davis Jr. Highs	65	Good
11-6-70	Stevenson High School	80	Good
11-10-70	Michigan State Board of Education Meeting (General year-round proposal for Phase II)	40	Positive
11-19-70	Annual Community Dinner at Malow (All community leaders)[2]	435	Good to Excellent

[1]The Office of Year-Round Education had 18 year-round school presentations scheduled after this meeting through Memorial Day on May 30, 1971.

[2]First started using the slide presentation (73 slides) found in Appendix C.

DATE	GROUP	NO. OF PEOPLE	REACTION
12-2-70	Morgan Elem. Library Mothers	18	Good
12-7-70	Ewell Elem. Mothers Club	34	Very Good
12-8-70	Eppler Jr. High Faculty	40	Fair
12-9-70	Monfort Elem. Faculty	23	Good
12-9-70	Utica Education Association Executive Board	43	Good
12-11-70	Cluster 3 and 4 (Administrators)	18	Good
12-15-70	Secondary Steering Committee	10	Good
12-15-70	Utica High Faculty	52	Fair to Good
12-15-70	Food Service Personnel	77	Fair to Good
12-16-70	Bus Drivers	106	Good
12-16-70	Elementary Steering Committee	16	Good
12-16-70	System-Wide Secondary Dept. Heads	14	Good
1-5-71	Magahay Elem. Library Mothers	16	Interested
1-5-71	Beta Sigma Phi	18	Somewhat Critical
1-6-71	Schwartzkoff Elem. Faculty	19	Fair
1-6-71	Walsh Elem. Room Mothers	8	Fair
1-6-71	Stevenson High Faculty	81	Fair to Good
1-7-71	Cluster #1	12	Good
1-7-71	Cluster #2	8	Fair
1-7-71	Shelby Lions	18	Fair
1-11-71	Sterling Jr. High	41	Good
1-12-71	Plumbrook Elem. Faculty	23	Fair
1-12-71	Gibbing Elem. Library Mothers	21	Good
1-12-71	Flickinger Elem. Faculty	18	Warm
1-13-71	Utica Educational Secretaries Assn.	17	Fair to Good

DATE	GROUP	NO. OF PEOPLE	REACTION
1-14-71	Jack Harvey Elem. Faculty	30	Good
1-14-71	Sterling Elem. Library Mothers	21	Good
1-14-71	West Utica Elem. Faculty	25	Good
1-18-71	Alfa Delta Kappa	18	Fair
1-18-71	Beta Sigma Phi	9	Good
1-19-71	Magahay Elem. Faculty	17	Good
1-19-71	Walsh Elem. Faculty	23	Fair
1-19-71	Messmore Elem. Faculty	21	Good
1-19-71	Disco P.T.A.	53	Fair
1-20-71	Wiley Elem. Faculty	25	Fair
1-21-71	Twilight Lakes Homeowners	28	Good
1-21-71	Flickinger Elem. Library Mothers	18	Good
1-21-71	Sterling Heights Rotary	19	Good
1-26-71	Chamber of Commerce (Warren-Sterling Heights)	28	Fair
1-27-71	Student Teachers	61	Good
1-27-71	Sterling Heights Jaycees	14	Good
1-28-71	Gibbing Elem. Faculty	21	Fair
2-1-71	Jack Harvey Elem. P.T.O.	150	Interested
2-1-71	Citizens Alert	60	Good
2-2-71	Morgan Elem. Faculty	21	Good
2-2-71	Crissman Elem. Library Mothers	16	Fair
2-2-71	Utica Rotary	25	Good
2-3-71	Collins Elem. Faculty	19	Good
2-3-71	Auburnshire and Burr Elem. Faculties	23	Good
2-3-71	Village Square Co-op	55	Good
2-4-71	Crissman Elem. Faculty	18	Good
2-4-71	Sterling Elem. Faculty	19	Good

DATE	GROUP	NO. OF PEOPLE	REACTION
2-4-71	Utica Lions Club	28	Good
2-5-71	First Friday Club	83	Good
2-9-71	Timberline Howeowners	43	Fair
2-10-71	Collins Elem. Mothers Club	18	Excellent
2-11-71	Ewell Elem. Faculty	20	Fair
2-11-71	Messmore P.T.O.	18	Good
2-11-71	Knights of Columbus Meeting	72	Good
2-15-71	Crissman Special Education	43	Good
2-16-71	Switzer Elem. P.T.A.	40	Good
2-16-71	St. Lawrence Parent Club	60	Good
2-17-71	Switzer Elem. Faculty	30	Good
2-17-71	Dresden Elem. Faculty	26	Fair
2-17-71	V.F.W.	30	Good
2-18-71	West Utica Elem. P.T.O.	60	Warm
2-23-71	Morgan Elem. Faculty	18	Good
2-23-71	Davis Jr. High Faculty	40	Good
2-24-71	Rose Kidd Elem. Faculty	20	Good
2-25-71	Dresden Elem. Library Mothers	18	Very Good
3-2-71	Shelby Jr. High Faculty	36	Good
3-2-71	Citizens Advisory Committee Meeting, Year-Round Education[1]	16	Excellent
3-3-71	Lincoln Homeowners	36	Excellent
3-9-71	Jack Harvey Elem. Parents	21	Excellent
3-16-71	Wiley Elem. P.T.A.	53	Good
3-17-71	Macomb County Asst. Principals	46	Excellent
3-17-71	Oakbrook Homeowners	83	Very Good
3-23-71	Peace Lutheran P.T.O.	38	Good

[1]Passed a recommendation to pilot in grades 10-12

DATE	GROUP	NO. OF PEOPLE	REACTION
3-29-71	Plumbrook Homeowners	18	Warm
3-30-71	Inter City Student Council	19	Good
3-30-71	Walsh P.T.O.	15	Very Good
3-31-71	Schwarzkoff P.T.O.	48	Good
3-31-71	Timberline Homeowners (Mr. MacGregor)	12	Excellent
3-31-71	Eisenhower High School Faculty	26	Good
4-20-71	Morgan P.T.A.	8	Excellent
4-20-71	Eisenhower High School Student Council	31	Very Good
4-20-71	Stevenson High School Student Council	33	Very Good
4-21-71	Sterling Heights Jaycees Auxiliary	8	Good
4-22-71	Utica High School Student Council	46	Good
4-22-81	Eastern Star	33	Excellent
4-27-71	Gibbing Elem. P.T.O.	45	Good
4-29-71	Senior Citizens Presentation on Year-Round Education	155	Good
5-18-71	Monfort Elem. P.T.A.	43	Good
5-26-71	V.F.W. Post #4659	17	Fair

This completes 112 presentations to over 4,000 local area residents.

APPENDIX E

A TOOLING UP PLAN

TO MOVE TOWARD

THE OPTIONAL FIVE-TERM

YEAR-ROUND EDUCATIONAL CONCEPT

INCLUDING

THE COST ANALYSIS FOR PHASES III & IV

1971-1976

As completed by

George B. Glinke, Director

Year-Round Education

January, 1971

INTRODUCTION

The following tooling-up plan, along with a preliminary cost analysis will provide the necessary framework to move into and through the curriculum conversion phase (Phase III). The cost analysis will determine necessary preliminary expenses needed for the successful completion of a three-year pilot program in this school district (See Appendix A).

Appendix B explains the Curriculum Standing Committee as found in the Utica Community School District Master Agreement. Appendix C covers suggested patterns necessary to develop new term course labels along with new course class descriptions.

LOCAL APPROVAL TO PROCEED

On September 9, 1970, the Steering Committee, Year-Round Education, approved the position paper on the Five-Term Optional Educational Plan, along with goals as developed by the Office of Year-Round Education,

On September 15, 1970, the Citizens Advisory Committee, Year-Round Education, passed the following two motions:

Motion 1. Moved by Mr. Holland, seconded by Sister Paula, recommending that the Citizens Advisory Committee, Year-Round School, drop the mandated Four-Quarter Staggered Plan for lack of positive public opinion. Passed by unanimous vote.

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Between November, 1970, and March, 1971, the Office of Year-Round Education has been and is scheduled to present an 18-minute slide presenation to civic, social and fraternal groups along with presentations to all faculties and other school affiliated groups within the Utica Community School District, including P.T.O., P.T.A. and Library Mothers. Nearly 100 such presentations are being shown to over 4,000 residents. This fulfills the charge from the second grant from the Michigan State Board of Education and lays the groundwork for Phase III.

ORIGINAL PLANS

It was the intention for the Office of Year-Round Education to release key curriculum people (classroom teachers) during the month of March, 1971, to develop a tooling-up plan for curriculum restructuring prior to a year-round pilot program.

Instead, this school district will utilize present curriculum organization (Appendix B) along with the cost analysis (see page 3). The six steps suggested for use in the E.P.I.C. approach (see Appendix C) will also be used to develop the new restructured term curriculum (Phase III).

Three thousand dollars have been reserved from the second grant (the communications phase) to begin researching and developing tentative term course lavels and writing course descriptions. Social Studies and Science were chosen because of previous interest and availability of resrouce personnel in those two areas.

The tooling-up plan and results of the new term courses including course descriptions will be submitted to the Michigan State Department of Education along with the pilot program cost analysis as further evidence of this community's committment in its move toward a new restructured term curriculum during the 1971 report to Lansing.

It will be this cost analysis plan, which will enable the Michigan State Department of Education with school Superintendents involved, to assemble the necessary material so proper legislation can be enacted to implement the tooling-up plan (Phase III).

SUGGESTED ACTIVITY BETWEEN JANUARY, 1971 AND MARCH, 1971*

A model to move toward was suggested by the Michigan State Department of Education, Curriculum Division. In the goals for Phase II under the "Suggested Three-Year Time Schedule", page 6, were points nos. 5 and 6 as shown below:

5. Develop new system-wide term course labels for all new term classes to be found with the restructured curriculum.

6. Start writing new course descriptions to match above new course term labels.

*The Curriculum Office is pleased to announce that the Utica Community Schools has started implementing these two model goals.

SPRING, 1971

If everything proceeds according to schedule, Utica will be receiving notification of a third successive grant in April, 1971. This will enable the district to continue to implement the tooling-up (curriculum conversion) plan beginning with the summer of 1971 and running through August, 1972. Failure of a third grant this spring will set the district back and, thus, delay the pilot program at this time.

SUPPLEMENTAL INFORMATION FOR 1971-72 PHASE III CURRICULUM CONVERSION FOR YEAR-ROUND EDUCATIONAL PROGRAM IN UTICA, MICHIGAN*

Phase III, Year-Round Education. Utica Community Schools, will begin with the district converting curriculum (from two semesters to a four-term 45-day concept) between June, 1971, and August, 1973. The first actual fifth optional summer term would then be schedule to begin either the summer of 1973 or 1974.

*See Appendix A

Phase I	1969-70	Feasibility Study
Phase II	1970-71	Communications Phase
Phase III	1971-72	Convert curriculum from two semesters to four 45-day terms
Phase IV	1972-76	Conduct pilot programs if funding becomes available to implement preceeding phase
Phase V	Fall and Winter, 1976	Decision to expand pilot concept to lower levels and to expand areas of district

The Year-Round Educational Study, which began in this school district in 1966, gained support during 1967 and 1968 when a Citizens Advisory Committee, Year-Round Education, was formed (see local approval to date, page 1).

COST OF IMPLEMENTATION

The actual cost of implementation of the pilot program (1972-1976) which is Phase IV would be based on regular state aid reimbursement plus additional funds, to be determined during Phase III, 1971-1972 (the curriculum conversion phase) where final curriculum revision and actual scheduling takes place. It would appear that the Michigan State Department of Education will make several year-round educational recommendations to the Michigan State Board of Education. It is our hope that these recommendations will concur with local aims and long-range objectives, among which will be that of providing extra state funds to encourage pilot programs in school districts similar to Utica, Michigan.

Successful movement toward Phase III, to convert curriculum, will depend upon successful application to state sources of approximately $250,000 in grades 7-12. The following cost analysis will enable both the Michigan State Department of Education and the Michigan State Legislature to enact the necessary legsilation to permit restructuring the basic 7-12 curriculum in the Utica Community School District to prepare for a pilot program.

The cost analysis to move toward Phase III, curriculum conversion, 1971-72 school year, is as follows.

THE COST ANALYSIS FOR PHASES III & IV

Before the Utica Community School District can convert from the present two-semester six-week optional summer school to the new four-term 45-day concept, time must be provided to develop a new term curriculum. Following discussion with local school officials concerning curriculum revision, particularly on the scale mentioned in Phase I, the Feasibility Study 1969-70, it was felt that $445,000 was needed should the district restructure all grades over a three-year period, 1971-74.

While mention should be made at this time of the problem of air conditioning all existing buildings, it should be noted that in the case of conducting a pilot year-round educational program in Utica, there would be no need to expend this type of expenditure at this time. The pilot program would, most likely, involve grades 10-12 at one of our two new high schools, which have complete year-round

temperature control already scheduled to be installed when the new buildings open in September, 1972 and in September, 1973.

For the purpose of this cost analysis, it has been determined that it would take $250,000 to convert the Utica Community Schools District's curriculum in grades 7-12 during Phase III (1971-1972) the curriculum revision phase (see following page).

Subject areas would require committees of between three and five people to spend six weeks during the summer of 1971 developing a new curriculum structure. The remainder of the breakdown involving curriculum restructure may best be met by spending one week in-service during Phase III and two weeks of final preparation during the second summer prior to beginning the pilot program and an additional one week in-service training period during the early stages of Phase IV, the first year of the pilot operation.

Additional funds must be made available during the actual three-year pilot program to insure on-site continuous evaluation.* It would be expected that additional regular time be spent during the course of the conversion period as part of regular in-service contribution to handle an ongoing continuous program of curriculum evaluation and to handle all of the last minute problems that will emerge just prior to actual operation. Monies must also be set aside for research and development, establishing administrative leadership teams, office supplies and secretarial help.

Additional funds must be made available for visitation to other districts, resrouce people, speakers, conferences and monies must be made available for types of weekend seminar approaches to utilize ongoing restructuring of the present curriculum. These types of expenses will be spread over a fifteen-month period prior to the start of the pilot program in September of 1972 and are to be considered basic to Phase III.

In addition to the above mentioned expenses, provisions must be made for both introductory and ongoing in-service training for those staff members scheduled to teach in the pilot program.

*See Appendix A

1.	60 people working approximately 10 weeks as follows: a. 6 weeks summer, 1971 b. 1 week release time during regular school year, 1971-72 c. 2 weeks summer, 1972 d. 1 week release time as needed for both introductory and ongoing in-service training for staff members to be involved in pilot program	$177,500
2.	Cost of an administrative coordinating team including secretarial and office help	30,000
3.	Funds for research, resources and speakers	12,500
4.	Miscellaneous conferences, weekend seminars travel, printing and supplies	10,000
5.	Preparatory and ongoing in-service training to orient all teachers in this district	10,000
6.	Miscellaneous project expense to handle pre-pilot computer programming and other pre-pilot scheduling difficulties	10,000
		$250,000*

*Those state funds not expended during the actual curriculum conversion phase (Phase III) would be returned to the Michigan State Department of Public Instruction. This will give the local district enough flexibility in preparing for thypilot program assuring the State Department that this community is committed to the extended school year concept.

APPENDIX A
(THREE-YEAR PILOT EXPENSES)

Per pupil expenditure - 1970-1976

1970-1971 = $826.00 per pupil expenditure (actual)

1971-1972 = $882.00 per pupil expenditure (estimated)

1972-1973 = $970.00 (estimated 10% increase over 1971-1972)

1973-1974 = $1067.00 (estimated 10% increase over 1972-1973)

1974-1975 = $1173.00 (estimated 10% increase over 1973-1974)

1974-1976 = $1290.00 (eatimated 10% increase over 1973-1974)

Recap - 1974-1975 (estimated) Second year of proposed three-year pilot program

$1173.00 per pupil cost 180 days

$ 294.35 per pupil per term (45 days) of 1/4 of 180-day regular state iad payment

$294,250.00 cost for 1000 students summer, 1974
(First optional fifth summer term)

$84,000.00 cost for pilot building schedule programmer and additional administration prior to, and including, each year of pilot program

$378,250.00 total cost, second year (1974-1975) pilot program

$1,134,750.00 total cost to conduct Phase IV (the three-year pilot program)
(Normal state aid would be deducted from this amount to determine actual three-year pilot expenditure)

Since it is not now known how many pupils in the Utica Community Schools will be directly involved in the three-year five-term optional year-round educational concept and how many students will actually attend all five terms or drop out a term, it is recommended that $1,134,750.00 be allocated to the Utica Community School District between September 1, 1973 and August 31, 1976 for the purpose of conducting an effective year-round educational pilot program in this school district. The total amount needed in excess of normal state aid will determine the actual cost of conducting the three-year pilot program in Utica, Michigan between September, 1973 and August, 1976 (see paragraph below).

The cost of operating the fifth optional summer term (as listed above) is based upon utilizing the second year of the projected three-year pilot program. It is considered essential that funds also be provided for implementation of the twelve-month program. This would provide computer programming, counseling services and community orientation prior to and during the pilot program. $84,000 per year will provide these services.

Curriculum restructuring for all secondary schools, grades 7-12, should not cost more than $250,000.00. The total actual cost of a three-year pilot program

should run less than $252,000.00. The total cost for a curriculum conversion and a three-year pilot program should not exceed $502,000.00. Actual cost should be less, but because of unknown factors, the district feels this should enable the district to effectively test the social, educational and economic feasibility of year-round education in Utica, Michigan, both during the curriculum conversion and three-year pilot program, as scheduled between 1971-1976.

APPENDIX B

ARTICLE IX - CURRICULUM STANDING COMMITTEE*

A. The Board recognizes that the teachers are well qualified to assist in formulating policies and programs in curriculum. It is important therefore that structures and procedures be established to insure that the teacher have ample opportunity to become actively involved in the areas of curriculum development and instruction.

B. The Board of Education, therefore, will cooperate in the continuance of the following Standing Committees:

1. Central Curriculum Council

2. a) Elementary Steering Committee

   b) Secondary Steering Committee

C. Structure:

1. The Central Curriculum Council will be composed of eight (8) appropriate teachers appointed by the U.E.A., six (6) appropriate administrators appointed by the Superintendent.

2. The Secondary Steering Committee, shall consist of eight (8) teachers appointed by the U.E.A., six (6) administrators appointed by the Superintendent, and three (3) high school students, one (1) each from Eisenhower, Stevenson and Utica High Schools, appointed by their respective Student Councils.

3. The Elementary Steering Committee shall consist of ten (10) teacher representatives selected by the U.E.A. and six (6) administrators appointed by the Superintendent.

4. The importance of building, subject area and grade level or department representation should be given high consideration in the U.E.A. appointments.

5. Central Curriculum Council, Secondary Steering and Elementary Steering Committees will meet one-half (1/2) day per month from October through May. In addition, the Elementary Steering Committee may recommend up to sixty (60) days to the Director of Elementary Education for his approval.

*Agreement Utica Community School District, Utica Education Association, July 1, 1970 - June 30, 1972, pp. 39-41.

D. Purpose of the Curriculum Committees:

*1. All major revisions, pilot programs and new programs whether initiated by teachers or administrators shall be presented in writing to the appropriate steering committee.

2. This will include the format of the proposal, rationale behind it and means by which it will be implemented or evaluated.

3. The Steering Committee will forward their recommendation to the Central Curriculum Council.

4. They will advise the Board of Education through the Superintendent in matters requiring its action. They will call attention to the curricula matters considered important to the school district and provide continuous evaluation of on-going programs. Their evaluation will consist of, but not be limited to, current educational research, philosophy and direct teacher observations. They will serve as a channel of communication among the school community to bring about better understanding in directions about instructional matters.

E. Constitution, by-laws and procedures will be determined by the committees.

F. Teacher members will serve on their respective committees for the duration of this Agreement.

G. The members of the Committees are expected to communicate fully and freely with those they represent.

*A secondary pilot program seeking approval would pass through both Secondary Steering Committee and Central Curriculum Council as would any new innovative curriculum change.

APPENDIX C

SUGGESTED PATTERNS TO DEVELOP NEW TERM COURSE LABELS ALONG WITH NEW COURSE CLASS DESCRIPTIONS

1. Isolate problems of present program:*

   a. Problems faced by teachers
   b. Problems faced by students
   c. Problems inherent in currriculum
   d. Problems not mentioned above

2. Examine assumptions of present philosophy:

   a. Is present curriculum individualized? Should it be?
   b. Is chronological age the most relevant in grouping?
   c. Are students capable of taking some of the responsibility for their own?
   d. Is there any one course valuable enough that it must be taken by all students?
   e. Is there a reason why courses must be a year in length?
   f. Is there a "minimum" level of achievement before graduation that would be applicable and meaningful for all students?
   g. What is the most reasonable way to group students in order to facilitate ease and effectiveness of both teaching and learning?
   h. Would allowing teachers to teach their "forte" promote quality instruction?
   i. What should curriculum design begin with?

3. Produce a framework of curriculum:

   Isolate essential ingredients which your department feels would be a sound curriculum. It should be one that resolves your problems in addtion to fitting the concepts of what the program should be doing philosophically.

4. Resolve needs through courses:

   Curriculum theory must become transformed into an operational program--usually in the form of courses. Develop a full complement of courses which will meet the goals of the curriculum framework.

   a. What are the most important courses?

5. Organize materials and techniques:

   In order to get an idea of what might be involved in developing courses in curriculum and to write them up in some consistent form, develop each course according to a common format.

6. Survey students and incorporate them in curriculum revision. Survey students to check validity of courses. Incorporate student suggestion in final course offerings.

*As used in the development of the E.P.I.C. concept, Secondary Curriculum. Pat Swinehart, Chairman; Judy Clark; Elaine Cooper; Ruth Tharpe; and Mary Enger.

APPENDIX F

YEAR-ROUND EDUCATION

"THE UTICA STORY"

A reprint of an article submitted for publication

December, 1970

By

George B. Glinke, Director
Year-Round Education

Note: The following article is designed to acquaint educational leaders with the year-round educational movement in Utica, Michigan.

How fast, how far and to where the year-round educational movement goes in this school district, the state of Michigan or in this country is not now known

As a result of the work already completed in our district, spinoff indicates a re-evaluation of basic teaching-learning situations which may lead to basic restructuring of our curriculum.

Copies of the summaries of the first phase, "The 1970 Feasibility Studies," which were brought together in six school districts involving eight different districts in the State of Michigan, can be obtained by writing to: The Michigan State Department of Education, Board of Education, Board of Water and Light Building, West Ottawa Street, Lansing, Michigan 48902. Mr. Robert Sternberg, Curriculum Consultant, has synthesized the several reports and copies of this material is available upon demand.

YEAR-ROUND EDUCATION

"THE UTICA, MICHIGAN STORY"

What is most obviously inefficient about the operation of any school district? Opinions of school officials may vary, but to parents and other members of the community who are confronted with constantly rising property taxes, it is the fact that school buildings stand idle nearly three months of the year.

It doesn't matter how elaborate or varied a summer school program may be, the fact that most students are not occupied and most teachers are enjoying a long vacation is pointed to as a waste of taxpayer's money.

In Utica, the Board of Education decided to see if this was true. We wanted to know just how costly idle classrooms are in the summer. We wanted to know how much we could save by operating on a year-round basis, how much better we could teach and how concerned parents were about utilizing classrooms to the fullest extent even though it might interfere with family summer vacations.

During the fall of 1966, the idea of year-round education began for Utica Community Schools. The original concept, of course was to save money by utilizing buildings on a year-round basis. Local educators considered restructuring the basic curriculum to give new flexibility for students while at the same time provide maximum vacation options.

In 1968, the school district commissioned Dr. Fred Vescolani (then at Michigan State University; now Dean of the School of Education at the University of Arkansas) to do a historical analysis of the year-round school program to date. Simultaneously, Superintendent of Schools, Mr. Phillip Runkel, (now Superintendent of Schools in Grand Rapids, Michigan) established a Citizens Advisory Committee in June, 1968, to study the possibilities of year-round education in this school district. Following public hearings with the State Department of Education in Lansing, Utica applied for and received $19,500 to study the feasibility of year-round education. An extensive data bank was developed during fall, 1969, along with a series of communications (3,000 letters) to people involved with year-round educational concepts across the

country. Early results from the original study show that Utica, Michigan, through its community education program, already utilizes a year-round educational concept. The big problem is that the district does not have a formal 12-month year-round school program.

Local Approval

As a result of the feasibility study, 1969-1970, the mandated four-quarter concept (which could save this school district $100,000,000 in construction costs alone over the next ten years) was dismissed on September 15, 1970 by the Citizens Advisor Committee for Year-Round Education. Reasons for this were overwhelming oppositon of publiic opinion as computed from original surveys. Actually, 88 percent of the people surveyed indicated that they preferred summer for their first vacation choice. To force a mandated year-round school program on the citizenry would, endanger the fine reputation that this district has developed over the past few years.

During that same meeting with the Citizens Advisory Committee a motion passed unanimously to accept a position paper on the five term optional year-round school program. The Committee then directed the Superintendent of Schools to present its recommendations along with Project II goals for year-round education for official school Board approval.

On September 28, 1970 the Board of Education adopted the recommendation of the Citizens Advisory Committee.

Four Goals Established

As the Utica Community School District moved from Phase I, the Feasibility Study, to Phase II, the communications phase of year-round education, there were several particular goals that this school district had to establish in order to qualify for a second $20,000 grant from the Michigan State Department of Education. The first was the development of a specific calendar involving an optional five term plan. This was completed in September, 1970. The second goal was an extensive public

relations program to point out the specifics of the optional five term all-year educational program. A filmstrip is being utilized to inform the various service, civic and fraternal organizations including church groups, parent teacher organizations, homeowner groups and other interested parties anxious to learn more about the year-round educational movement. The information program is furthered by newspaper releases and issues of Forward Steps in Education, a quarterly published by the office of the Superintendent of Schools. The third specific goal was to identify a target area within the district to conduct a three-year pilot program. In this school district, a new 6 million dollar senior high (open concept) school, grades 10-12, will probably be used for this purpose.

It is the district's objective to build a pilot program based on success patterns. The district would probably start with a senior high School. During the pilot program, the district would continue to test the actual feasibility of year-round operation. During this three-year operation, the district will prepare to expand the concept through junior high schools and ultimately throughout the entire curriculum, grades K-12, should community success paterns emerge.

The fourth and probably the most important goal the district must accomplish this year is to develop a curriculum revision and tooling up plan to prepare for the pilot program, Phase III. If the Utica Community School District is to implement the curriculum conversion phase developed in Phase II, 1970-71, additional funding must be appropriated to make necessary changes to prepare for Phase IV, the three-year pilot progam.

The cost analysis is in the hands of the Michigan State Department of Education, where pending state legislation may enable the district to implement Phase III. The tooling-up plan is to be submitted by March 30, 1971.

Implementation of Phase III, curriculum conversion, depends upon successful acquisition of local, state or federal assistance. This will move the tooling-up

or conversion phase originally scheduled between June, 1971, and August, 1974 ahead two years. Upon conversation with members of the Michigan State Department of Education, Curriculum Division, the following guidelines have been tentatively established: To develop the tooling-up process between June, 1971, and August, 1972, so the original pilot program can begin with the fall of 1972 and the first summer optional fifth term would get underway during the summer of 1973. Starting in the fall of 1972, the Utica Community School District would begin its regular year-round educational three-year pilot program as funded through special grants from the Michigan State Department of Education.

The Michigan State Legislature has moved forward rapidly in providing year-round educational opportunities for Michigan boys and girls. Curriculum conversion and pilot funds must be made available so that as school districts move toward year-round operation, pre-established time tables can be met.

This school district has moved toward implementation of suggested guidelines from the state department; one was to establish new term labels. Another was to establish course descriptions which describe the new term label. If the district is funded to Phase III, the district would then proceed to start writing course syllabuses involving lesson plans, bibliographical sources, films, filmstrips and other related sources.

Pilot Program

Generally, the optional five term program does two things: one, restructures the traditional school year from two 90-day semesters to four 45-day terms. This will permit twice as many student offerings to reschedule class choices with each new school term. The second thing this concept does is to add an optional 45-day summer term. The student would take a regular school year and then have the option to choose a fifth optional summer term. At this point in his school program, the student would be free to choose his school schedule on an optional year-round basis,

dropping out a term other than summer if he would so choose.

The way that the pilot program would start in September, 1972, would be to sign all students to be involved with the pilot program into a traditional rescheduled term school year running from September to June. Once a student has fulfilled his normal school year of four forty-five day terms, he would then be free to take the optional fifth forty-five day term. Once he adopted the fifth optional term, he could then be free to drop out a subsequent term later on. (This district would then be able to test more accurate feasibility of year-round education on an optional pattern.)

In grades K-12 a series of mini-course concepts which could be offered in three-week, four and one-half week blocks or in any other dimension which would tend to best meet the needs of individual students. These mini-courses could be offered through the community education department on a tuition basis or organized as part of both the department of elementary and secondary education, fully reimbursed.

Another real advantage of the optional five term year-round educational concept is that the student would now have five opportunities to reschedule his individual program instead of the customary two, and the family, along with the student, would now have five choices for vacation patterns rather than the one choice now given them. In addition, long-range savings, full utilization of buildings and other educational concepts can be developed.

This optional year-round school program enables students to have one week vacation at Christmas, one week vacation at Easter and two weeks off each summer, either before or after their optional summer term. If a family or student decided not to attend the optional summer term, he would, in essence, be going to a traditional or restructured term school year and have regular vacation patterns.

Early Spinoff

One of the early spinoffs from Phase I, the Feasibility Study, was the adoption of the E.P.I.C. concept, (Elective Program In Communications) where the system-wide language arts department developed a pilot program. The department utilized the new term nine-week concept and converted from a traditional semester to the new multi-level term language art approach. Mrs. Pat Swinehart, Chairman of the Language Arts Department, indicated that in preparing for curriculum revision, the following guidelines could be followed: (1) isolate the problems of the present program, (2) examine assumptions of the present philosophy, (3) isolate essential ingredients necessary for a sound curriculum, (4) develop new courses which best meet the goals of the district, (5) organize materials and techniques in consistent form, and (6) survey students needs, incorporate these in curriculum revision, then survey students again to check the validity of the courses. Incorporate their suggestions in final course offerings.

State Political Action

The author would like to briefly comment as to why governors and legislators should look both at the year-round educational concept and how they might proceed to promote this idea at their respective state level. This country is no longer a big city society, nor is it a rural society. It is, in fact, a suburban society. Original ideas regarding public education, which developed from rural areas have changed. Today people look at empty school buildings during the summer and indicate a need to use these facilities year-round. As an educational researcher, taxpayer and private citizen, I would certainly concur with that philosophy. Educational leaders must be particularly careful when seeking full utilization of public buildings. People would plan for economical savings by operating year-round, yet still demand a neighborhood community school. This community school must be properly administered and organized so that the local district can achieve fuller utilization

of its facilities. School districts don't just change the school calendar, they must first restructure curriculum to meet year-round educational concepts.

Governors of the various states must lend support to change, educational change. It is recommended that you appont state-wide Citizens Advisory Committees to investigate educational results which your state is receiving from its annual educational expenditure. Look at your state assessment program; look at your national assessment program. Know where your drop-out rate is high. See if you can develop better utilization of the trained educational personnel in your area. Find out if your state can extend the utilization of the educational facilities which cost your taxpayers so much to build.

Legislators, join together to provide seed money, research money, tooling-up money to convert curriculum so that your state can establish pilot programs to provide year-round educational opportunities. Look at the year-round school program in your states; see if you can stimulate local districts to attempt new innovative concepts. Find out if the ideas that people have regarding the traditional September to June school year can be flexible enough to meet the new urbanized society in which we live.

The leadership for year-round school programs in the various state levels should come from the governor's office. His office should appoint legislators to work with the Citizens Advisory Committees. He should also direct the members of his state board of education to put together comprehensive reports outlining what actually is taking place across the United States dealing with year-round education. Use this information to obtain additional needs to motivate your state legislators. Keep them informed and interested about year-round education, then obtain their help for useful legislative action.

Let's Face Reality

Each local board of education may find a specific plan which is better for its particular location. If saving tax dollars is the biggest objective for year-round

education, stop and re-examine those guidelines dealing with public education in this country. If saving dollars is the main objective for year-round educational opportunities, why not simply strip the curriculum down to four basic concepts: Language Arts, Social Studies, Math and Science. Eliminate all electives, throw out athletics, remove driver education, phase out extra curricular activities and run double sessions. Instead of saving one building out of four with a forced four-quarter program, you can save one building out of two with a double session program. Great vast economies cannot be utilized out of any type of year-round educational program unless you mandate attendance all year round. With an optional year-round educational approach, a district has concluded it is looking for greater utilization of staff and buildings, greater efficiency in the operation of school plant while at the same time provide the base for updating basic curriculum. With an optional year-round educational program, your district is not going to save the millions of dollars once thought possible. In Utica, Michigan, with 100 percent cooperation in grades K-12 utilizing the optional five term concept, our district could still save up to 70 million dollars in construction costs during the next ten years. These kinds of savings are not going to happen with any limited optional pilot program.

Where To Start

Start with an optional program. Run it on a pilot basis, test the feasibility, see if citizens will accept the year-round concept and make adjustments in their vacation schedules. Test it out. You will find curriculum revision, new learning experiences and better utilization of both your staff and buildings. As you move through a pilot program, you will find several things happening: restructured curriculum, which will provide new types of flexibility for individual student schedules, rescheduled school year, to provide great utilization of the public facilities, a broader, enriched or possibly an accelerated school program. Certainly a year-round school concept points toward additional economical gains simply from a

more efficient day-by-day operation. You will ultimately save capital outlay for buildings should parents and pupils eventually take full advantage of the optional rescheduled school year.

Early research indicates that there can be savings with instructional salaries, both fringe and retirement benefits and interest on classrooms that a district will not have to build. Building operation and maintenance should certainly be more efficient with the year-round school concept.

Closing Remarks

Year-round education can provide great new exciting roads of learning. The accelerated approach (where advocates prefer to send students through school in a shorter period of time as a means of saving millions of dollars) should not necessarily have great priority. The broadened, or enriched, concept where the student gains additional experience, wider background, new self-confidence; one which will enable the student to develop broader perspectives in his role in a new emerging urbanized society should have priorities. These are some of the things which will come out of the year-round educational movement. As an educator, I believe that people all across this great land will move towards the self-examination of year-round education. I don't think it has to be forced upon anybody. You can't take an old curriculum and adopt it into a new concept (it takes total curriculum revision.) Educational leaders in this country have to sit down and assess new educational values. Changes will have to be made in what we teach and how we teach. Educators are going to have to become more politically active. Stimulate your state legislators, your governor, develop state-wide citizens advisory committees to work with local edueators to learn more of the possibilities of year-round educational opportunities in this country.

Make sure your local Superintendent of Schools does not use the year-round school concept as a threat to force voters to subsidize and support subsequent local bond

and millage issues. It is important that the idea of year-round education be a worthy, educational contribution to the educational goals and objectives of the seventies.

The greatest part of all is that the educational spinoff from the year-round educational movement in this country will likely stimulate future concepts in educational opportunities not once dreamed possible in local districts throughout America.

Remember, any district moving to a year-round educational program without careful and adequate preparation is subject to possible failure and, thus, subsequently destroy the year-round educational momentum which has developed in this country.

APPENDIX G

EXTENDED SCHOOL YEAR PROGRAMS FOUND

IN THE UNITED STATES AND CANADA

JANUARY, 1966, THROUGH APRIL 15, 1971

By

George B. Glinke, Director
Year-Round Education

April, 1971

INTRODUCTION

In discussing the movement of the year-round educational concept in America during the past five years, I would like to point out that many other school districts and states have become involved. Many professional associations and many college educators have taken a look at the extended school movement. Some evidence is found in various bibliographies.

Not to include these school districts or educations in this report is not intended as any particular injustice--only that at this point I was not particularly aware of their existence or that they were inadvertently lost in the shuffle. Please forgive this author. Send me a note correcting this situation, and I'll try to insert it in the record the next time around.

In the National Analysis, as shown in Chart I, it is indeed encouraging to see the rapid rise in the number of public schools (three in 1966 to 50 during the 1969-70 period) and state departments of public instruction (from three in 1966 to over 15 in 1970) involved in the extended school year movement.

The actual number of pilot, extended school year educational programs increased from zero in 1966 to over eight in operation in 1970 with countless projected pilot concepts scheduled for implementation throughout the country.

One item which becomes very clear to this researcher, as involved with the year-round educational movement, is that the concept has moved from the theoretical stage on the college campus to the local public school district for eventual implementation. This has to be the breakthrough the movement has been waiting for.

The movement is gaining momentum. I feel it will sweep the country during the next ten years. Educators look at the concept as a tool to restructure curriculum, taxpayers see better utilization of tax supported buildings and school people see better teaching-learning situations emerging from the concept. It offers opportunities for enrichment, make-up, acceleration, increased family vacation flexibility, and is much more in step to our urbanized pattern of living.

The basic reasons for conducting any pilot programs are two-fold:

1. To accurately test the actual economic feasibility at operation with the extended school year (the year-round educational movement).

2. To determine if people will sociologically alter their basic traditional vacation patterns to provide year-round extended school year operation.

These two answers do not appear in any feasibility report--it can only emerge from actual pilot operations. The spinoff in restructuring curriculum will improve the basic educational patterns and pave the way for the new innovative techniques of learning.

Many, many school districts are restructuring their curriculum into new shorter units. Nine- and twelve-week units appear to be more popular at this time. Please contact your State Department of Public Instruction for lists of schools in your state who are involved in new innovative concepts.

Remember, any district moving to a year-round educational program without careful and adequate preparation is subject to possible failure and, thus, subsequently destroy the year-round educational movement which has developed in this country.

NATIONAL ANALYSIS
1966-1970
CHART NO. 1

	State Studies	Local School	County Study	Pilots	National Seminars	State Conferences
1966	3 California Florida New York	3	1 Polk Co., Fla.	None Reported	None Reported	None Reported
1967	None Repoted	5	None Reported	None Reported	None Reported	None Reported
1968	2 Delaware No. Carolina	16	1 Cook Co., Ill.	3 Atlanta & Fulton Co., Ga. Hayward, Calif. Green Chimneys, N.Y.	None Reported	None Reported
1969	2 Pennsylvania Ohio	23	None Reported	5 See Above Lockport, Ill. John Dewey H. S., Brooklyn, N.Y. W Winston-Salem/Forsyth, N. Carolina, 3rd Grade Becky-David School, St. Charles Co., Mo.	1 Fayetteville, Ark.	1 Tallahassee, Fla.
1970	15 Calif. Mich. Colo. Minn. Fla. Mo. Ga. N.Y. Ill. Pa. Ky. N.C. Mass. Wis. Wash.	27	2 Allegheny Co., Pa. Jefferson Co., Ky.	1 See Above Dade Co., Fla.	1 Harrisburg, Pa.	3 Colorado Michigan: Port Huron Northville

1967

STATE-WIDE STUDIES

None Reported

LOCAL SCHOOL DISTRICTS

1.	Findlay, Ohio	Conducted a feasibility study
2.	Fraser, Michigan	Studied the possibility of extending the school year
3.	Warren, Michigan	Feasibility study (again in 1970)
4.	Detroit, Michigan	Feasibility study
5.	Houston, Texas	Feasibility study

COUNTY SCHOOL DISTRICTS

None Reported

PILOT PROGRAMS

None Reported

NATIONAL POLLS

1.	The Gallop Poll	Conducted an "opinion" survey of parents

1968

STATE STUDIES

1.	State of Delaware	Conducted a feasibility study for a rescheduled school year
2.	Governor's Study Commission on the Public School System in North Carolina	Contained a portion about year-round schools

LOCAL SCHOOL DISTRICTS

1.	Anaheim, California	Feasibility study
2.	Avondale, Michigan	Feasibility study
3.	Bloomfield Hills, Michigan	Feasibility study
4.	Cincinnati, Ohio	Feasibility study
5.	Durand, Michigan	Feasibility study
6.	Edwardsburg, Michigan	Feasibility study
7.	Findlay, Ohio	Feasibility study
8.	Louisville, Kentucky	Feasibility study
9.	Plymouth, Michigan	Feasibility study
10.	Portage, Michigan	Feasibility study
11.	Rochester, Michigan	Feasibility study
12.	Rockford, Michigan	Feasibility study
13.	Sault Sainte Marie, Michigan	Feasibility study
14.	Seattle, Washington	Feasibility study
15.	Traverse City, Michigan	Feasibility Study
16.	Utica, Michigan	The Michigan State University Study

COUNTY SCHOOL DISTRICTS

1.	Cook County, Illinois	Feasibility study

1968 (continued)

PILOT PROGRAMS

1.	Atlanta and Fulton Co., Georgia	Started a modified four-quarter plan in September, 1968 (optional four-quarter)
2.	Hayward, California	Park Elementary School 220-Day Quad-rimester is currently in operation
3.	Green Chimneys, N.Y.	Opportunity for summer program

NATIONAL SURVEY

1.	National survey of public "class-room" teachers	Indicated emotional reaction regard-ing year-round education

1969

STATE STUDIES

1.	Pennsylvania Department of Public Instruction	Feasibility study
2.	Southwestern Ohio Educational Research Council	Two-county cooperative study of the all-year school

LOCAL SCHOOL DISTRICTS

1.	Ann Arbor, Michigan	Feasibility study
2.	Denver, Colorado	Looking hard at extended school year
3.	East Lansing, Michigan	Feasibility study
4.	Freeland, Michigan	Feasibility study
5.	Hansdale, New York	Feasibility study
6.	Syosset, New York	Feasibility study
7.	Hartford, Connecticut	Feasibility study
8.	Knoxville, Tennessee	Feasibility study
9.	Lawrence, Texas	Feasibility study
10.	Lansing-Okemos-Haslett, Michigan	Feasibility study
11.	Lockport, Illinois	Valley View 45-15 (to be started Fall, 1970)
12.	Ludlow, Vermont	Feasibility study
13.	Muskegon, Michigan	Feasibility study
14.	Northville, Michigan	Feasibility study
15.	Oil City, Pennsylvania	Feasibility study
16.	Omaha, Nebraska	Superintendent Calendar Committee Report
17.	Port Huron, Michigan	Feasibility study
18.	Portage, Michigan	Extended school year report to Board of Education
19.	Racine, Wisconsin	Feasibility study
20.	Rockville, Maryland	Feasibility study

1969 (continued)

21.	Roseville, Michigan	Feasibility study
22.	Utica, Michigan	Feasibility study
23.	Waterford Township, Michigan	Feasibility study

COUNTY SCHOOL DISTRICTS

None Reported

PILOT PROGRAMS

1.	Atlanta, Georgia and Fulton Co., Georgia	12,000 students in 1-6 periods, no charge
2.	Lockport, Illinois	Valley View (operational 45-15 now moving forward)
3.	Brooklyn, New York	John Dewey High School
4.	Winston-Salem/Forsyth County Schools	Third grade class
5.	Beck-Davis School, St. Charles Co., Missouri	Elementary 45-15 plan
6.	Wilson School, Mankato State college	School (K-12) open all year, pupils can vacation whenever they wish
7.	See Hayward, California	

PLANNED PILOTS

1.	Englewood, Colorado	Cherry Creek Schools 5-year phase in 1969 (a practical plan will emerge) Plant - 90% Staff - hope to be 100% year-round in 4 years Community use - extensive Student attendance - when teachers become phased in, students will follow
2.	P.K. Yonge Laboratory School, University of Florida	Plan for flexible all-year school
3.	Grand Forks, North Dakota	Plan delayed due to parent reaction at this time

1969 (continued)

4.	Butler, Pennsylvania	Has comprehensive summer program, considering ideas on year-round education
5.	Oil City, Pennsylvania	12-month contract for teachers, discontinued for financial reasons

NATIONAL SURVEY

1.	Nation's Schools	In 1969 an opinion poll of a four percent proportional sampling of 16,000 administrators in 50 states concerning the need for an extended school year. Results: 32% responded affirmatively, 20% responded negatively, and 48% saw the extended school year as a future possibility. (The two plans most frequently suggested were the rotating four-quarter plan and the extended school year to 210 or more days).
2.	National Education Association Task Force on Urban Education	Report on year-round school

NATIONAL YEAR-ROUND EDUCATION SEMINAR

1.	Fayetteville, Arkansas	Mt. Sequoia National Seminar on Year-Round Education

STATE CONFERENCE

1.	Tallahassee, Florida	Extended School Year Conference

1970

STATE STUDIES

1.	California	Feasibility study
2.	Colorado	Feasibility study
3.	Florida	Running out front in providing funds for pilot projects
4.	Georgia	Studying results of pilot areas. A leader in the movement.
5.	Illinois	Feasibility study
6.	Kentucky	Feasibility study
7.	Massachusetts	Getting material together for legislative action
8.	Michigan	Feasibility study. Looking hart at providing monies for pilot programs.
9.	Minnesota	Feasibility study
10.	Missouri	Feasibility study
11.	Ohio	Feasibility study
12.	Pennsylvania	Moving ahead very rapidly. Have adopted preliminary rules and regulations.
13.	South Carolina	8-week summer session attended by 30,000 students and moving towards extended school year
14.	Wisconsin	1 pilot program. Requesting state funds to move forward.
15.	Washington	Gathering material

LOCAL SCHOOL DISTRICTS

1.	Anchorage, Alaska	Feasibility study
2.	Berwyn, Pennsylvania	Expanded summer school offerings
3.	Battle Creek, Michigan (Harper Creek Schools)	Feasibility study
4.	Burlington, Iowa	Feasibility study

1970 (continued)

5.	Cohasset, Massachusetts	Feasibility study
6.	Centerline, Michigan	Feasibility study
7.	Dalton, Massachusetts	Feasibility study
8.	Danbury, Connecticut	Feasibility study
9.	Fayetteville, Arkansas	Looking again at extended school year
10.	Ipswich, Massachusetts	Feasibility study
11.	Kankakee, Illinois	Feasibility study
12.	Lakeside, California	Lakeside Union School District feasibility study
13.	Lakewood, Colorado	Jefferson County feasibility study
14.	Manassas, Virginia	County School Board, Prince William County feasibility study
15.	Marysville, Michigan	Feasibility study
16.	Minneapolis, Minnesota	Wayzota School District is considering the 45-15 cycle pattern
17.	Omaha, Nebraska	Feasibility study
18.	Pontiac, Michigan	Concerned parents are looking at this concept
19.	Richmond, Vermont	Feasibility study
20.	San Antonio, Texas	Looking hard at year-round school
21.	San Diego, California	Moving toward a pilot program
22.	Saskatoon, Canada	Feasibility study
23.	Seattle, Washington	Teachers association is looking at year-round school
24.	St. Clair Shores, Michigan	Lakeview High School is looking at year-round school
25.	Tucson, Arizona	Looking at the movement
26.	Tulsa, Oklahoma	Moving to extend the school year
27.	Ukiah, California	Feasibility study

RECENT STATE STUDIES - INTEREST
April 15, 1971

States and/or territories:

Alabama
Alaska
American Samoa
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
Florida
Georgia
Guam
Hawaii
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Mexico
North Carolina
Ohio
Oklahoma
Oregon
Pennsylvania
Puerto Rico
Rhode Island
South Carolina
Tennessee
Texas
Utah
Vermont
Virginia
Washington
Wisconsin
Wyoming

LOCAL SCHOOL DISTRICTS
1971

47 New Local School Districts
Between January 1 and March 15, 1971:

Alexandra, Minnesota

Annville, Pennsylvania

Bedford, New Hampshire

Bel Air, Virginia

Bloomfield Hills, Michigan

Bridgeport, Texas

Carpentersville, Illinois

Cincinnati, Ohio

Culver City, California

Dade City, Virginia

Denver, Colorado

Dexter, Iowa

East Detroit, Michigan

Englewood, Colorado

Fairfax, Virginia

Flushing, Michigan

Grand Forks, North Dakota

Hazel Park, Michigan

Hebron, Ohio

Hinsburg, Vermont
(Pilot to start this summer,
45-15 High School)

Hoptacong, New Jersey

Hudson, New Hampshire

Indio, California

Justice, Illinois

Kansas City, Missouri

Kalamazoo, Michigan

Kinlnersville, Pennsylvania

Lake Oswego, Oregon

Manassas, Virginia

Marysville, California

Morrisville, Pennsylvania

Nashville, Tennessee

Naples, Florida

Newbsco, Virginia

Newark, Ohio

Oakhurst, New Jersey

Pittman, New Jersey

Pittsburgh, Pennsylvania (Brookline area)

Redwood City, California

Springfield, Illinois

Storrs, Connecticut

Stoughton, Massachusetts

Stroudsberg, Pennsylvania

Temperance, Michigan

Utica, Ohio

Wappengers Falls, New York

Warren, Michigan

Other overlooked districts:

Anchor Bay, Michigan (1968)

Battle Creek, Michigan
(Springfield Schools, 1969)

Greenville, Michigan (1969)

Hartford, Connecticut (1969)

Kennett Square, Pennsylvania (1970)

Parkersburg, West Virginia (1969)

Plymouth, West Virginia (1969)

Tensfly, New Jersey (1969)

Topeka, Kansas (1969)

Virginia Beach, Virginia

Additional Counties:

Bradford County, Florida

Clay County, Florida

Prince William County, Virginia

Fairfax County, Virginia

Individual Research:

Boston, Massachusetts

Bennett, Iowa

Bloomington, Indiana

Hamburg, Michigan

Marquette, Michigan

San Jose, California

Stevensville, Michigan

Toledo, Ohio

University of Connecticut

Plus numerous phone calls from
all across the country.

Canada:

Saskatoon, Saskatchewan:

200-day school
Year - 8-2 concept rejected at
this time, will expand
summer program

Third National Year-Round School Seminar, March 24, 25 & 26, 1971

Cocao Beach, Florida

Sponsored by:
Florida Department of Education
Florida Technological University
Brevard County

APPENDIX H

THE EXTENDED SCHOOL YEAR:

A LOOK AT DIFFERENT SCHOOL CALENDARS,

AS PROPOSED BY VARIOUS SCHOOL DISTRICTS IN AMERICA

A THUMBNAIL SKETCH

BY:

George B. Glinke
Director, Year-Round Education
Utica Community Schools
Utica, Michigan

January, 1971

INTRODUCTION

The following thumbnail sketch of 39 types of proposed extended school year plans will enable both the old and the new in the year-round educational movement to understand more clearly that type of plan under discussion.

The mandated (forced) concept stands opposite to the optional approach. While more savings can come about with the forced concept (fuller utilization of public school buildings), the optional approach offers the same opportunity to restructure traditional curriculum. The optional concept gives families the choice as to whether or not to alter basic vacation patterns. If a district is out to save a great deal of money, you should double session your students. This enables you to automatically increase building use by 100 per cent. If improving local educational opportunities is the major goal of the educational community, restructure your basic curriculum. Develop a pilot program which best meets your local community and run it on an optional plan for three or four years.

This pilot program will test:

1. The absolute economic feasibility of year-round school operation, and

2. The sociological acceptance of families altering their basic vacation patterns.

To get involved in the year-round educational movement, develop a Citizens Advisory Committee, conduct a feasibility study, choose an acceptable local plan, communicate it to your residents, restructure your traditional curriculum to meet the new role and establish a pilot program. Once you have completed these six steps, you will have the answer you need about expanding the school year in your local community.

The majority of the attached plans can be utilized on either an optional or mandated approach. The rotated schedule appears to be compatible with the mandated approach, while the staggered concept appears to fit the optional plan closer.

According to an analysis of these more common plans, even number of weeks outnumber the odd week plans nearly two to one. Eight-, twelve- and sixteen-week plans comprise the majority of even week schedules while nine-week units comprise the vast majority of odd-week schedules.

When school districts develop more sophisticated individualized learning plans, such as multiple trails and ungraded elementary approaches, the number of weeks in an organized plan appears to be less important. As far as curriculum development is concerned, the length of the unit which best meets the need of local curriculum structure appears to be most satisfactory to those parties concerned.

The three most popular plans, optional or mandated, involve the eight-, nine-, and twelve-week units, such as:

1. <u>The 40-Day (Eight-Week) Concept</u>

   The student attends five of six sessions - 200 days. (Rotating Split Trisemester)

2. The 45-Day (Nine-Week) Concept

The student attends four of five sessions - 180 days. (Term Approach)

3. THe 60-Day (Twelve-Week) Concept

You attend three of four sessions - 180 days. (Quarter Approach)

Remember, any district moving to a year-round educational program without careful and adequate preparation is subject to possible failure and, thus, subsequently destroy the year-round educational mementum which has developed in this country. Good luck with your plan.

THIRTY-NINE MORE COMMON YEAR-ROUND EDUCATIONAL PLANS

1. Continuous Four-Quarter (see Rotated Four-Quarter Plan, nos. 18, 19, 20 or 27)

   Mandated program where pupil attends three of four quarters, schools operate year round.

2. Continuous Progress (see nos. 3, 4, 8 or 23)

   Multiple Trails accelerated concept. Pupil progresses at ability level, would attend school in excess of 200 days per year and graduate early.

3. Continuous Progress (see Multiple Trails, nos. 2, 4, 8 or 23)

4. Continuous Session (see Continuous Progress or Multiple Trails Plan, nos. 2, 3, 8 or 23)

5. Continuous 16-Week Trimester

   An accelerated program designed to save one year in seven, twn years in 13. Pupils attend school three 16-17 week sessions (48 weeks per year).

6. Double Session - Extended School Year

   Shorten the school day, double session and lengthen the school year.

7. Eight Weeks On, Two Weeks Off

   Eight weeks in school, two weeks off. Could be staggered, mandated or optional.

8. Extended K-12 Plan (see Continuous Learning Patterns, nos. 2, 3, 4, or 23)

9. Extended School Day

   Increase the school day to give students extra classes.

10. Expanded Summer Program

    Develop a new 6-, 7-, 8-week summer program to enrich or make-up back learning situations.

11. Five-Semester (Mandated) (see Quinmister or Five-Term Mandated, nos. 12, 13 or 26)

12. Five-Semester (Optional) (see Five-Term Optional, nos. 11, 13 or 26)

13. Five-Term (Mandated) (see Quinmesters, nos. 11, 12 or 26)

    Pupils attend four of five nine-week sessions on a rotation basis.

14. Five-Term (Optional)

Pupils attend four of five nine-week terms on an optional basis. The family decides when the children shall be in school.

15. Forty-Five, Fifteen Plan

Nine weeks in school, three weeks out. Can be rotated, staggered or full attendance.

16. Forty-Eight Five-Quarter

Attends four 12-week sessions and drops out one 12-week session.

17. Four Days On, One Day Off

Students alter their schedule by attending four days with one day off each week.

18. Four-Term (see Quadrimester Plan)

New structured curriculum from two 90-day semesters to four 45-day terms. Pupils attend all four (doubles flexibility of student scheduling).

19. Four-Quarter (see nos. 20, 21 or 28)

Calendar broken into 60-day (12-week) units. Students attend three of four (could be optional or mandated).

20. Four-Quarter (Optional) (see Four-Quarter, nos. 19, 21 or 28)

21. Four-Quarter (Mandated) (see nos. 19, 21 or 28)

22. Four Weeks On, One Week Off

Similar to three weeks on, one week off. Rotated school calendar.

23. Multiple Trails Plan (see Continuous Progress Plan, nos. 2, 3, 4, 8 or 23)

24. Nine-Three Concept (see Forty-Five, Fifteen Plan, no. 15)

Nine weeks on, three weeks off (can be staggered, rotated or full attendance).

25. Optional Split Trimester

This is six eight-week units. A pupil attends five of six-week units, (40 weeks). Could be optional or mandated.

26. Quadrimester Hour Plan (see Extended School Year Double Sessions, no. 6)

Extended school plan, half day sessions extended to 225 days. Four hours for 225 days instead of five hours for 180 days (could also mean five 45-day terms, see nos. 11, 12 or 13).

27. Quadrimester Plan

Five 45-day periods. Students attend four of five (can be mandated or optional).

28. Rotating Four-Quarter (see Four-Quarter, nos. 18, 19, 20 or 21)

Could be optional or mandated.

29. Rotating Semi-Semester (Four 9-3 Sessions)

Four 12-week sessions, where students attend school nine weeks or and vacation three weeks off. Four 12-week (9 plus 3) units.

30. Rotating Trimester

Students attend two of three 75-day semesters (15 weeks). Would have longer class periods or lengthened school days to provide minimum experience.

31. Rotating Twelve-One Plan

Students attend three of four 12-week sessions and everybody has one week off vacation together after each 12-week term.

32. Rotating Twelve-Four Plan

Students attend three of four 12-week sessions with four weeks off for all, each semester.

33. Six Semester (see Optional Split Trimester, no. 25)

34. Six Quarters On, Two Off

Students attend 72 weeks of school, and take a sabbatical leave type vacation for 24 weeks.

35. Ten-Three Plan

Ten weeks in school followed by three weeks vacation.

36. Three Block - Three Term Plan

Three 13-week blocks separated by a four-week block.

37. Three Weeks On, One Week Off

Students attend three weeks on, take one week off. Curriculum is a vast series of nine three-week classes.

38. Tri Twelve-Four Plan

Each third equals 12 weeks on, four weeks off. Pupil attends 36 weeks and is off 12 weeks each year.

39. Twenty-Six Plan

Twenty weeks in school with a six-week vacation.

40. Two Hundred-Ten Day Year

Extended regular school year which enables additional learning situations.

Author's note - Other plans are available, most overlap each other. Develop your own concept to fit your local community. It may be better than any of those mentioned above.

APPENDIX I

HOW TO ORGANIZE A COMMUNITY STUDY ON

YEAR-ROUND EDUCATION

by

George B. Glinke, Director

Year-Round Education

Utica Community Schools

Utica, Michigan

February, 1971

FORWARD

When Dr. McLain first asked me to present the topic of How to Organize a Community Study on Year-Round Education for the first annual Pennsylvania State Conference on Year-Round Education, I was extremely elated. To be chosen to speak on the public relations aspect of the "Extended School Year Movement is indeed a privilege. The most critical aspect to any educational change is to deal effectively with Citizens Advisory Committees, executive administrative teams, the local Board of Education, the State Department of Education and State Legislators.

The theme I have developed covering this entire public relations phase follows:

Be it resolved that: Any district moving to year round school without careful and adequate preparation is subject to possible failure and subsequent destruction of the year-round school momentum developed not only in Michigan, but across the country.

Therefore, any failure at a local level can seriously harm the extended, year-round school movement. Careful planning must proceed each successive phase leading toward eventual implementation.

What is most obviously inefficient about the operation of any school district? Opinions of school officials may vary, but to parents and other members of the community who are confronted with constantly rising property taxes, it is the fact that school buildings stand idle nearly three months of the year.

It doesn't matter how elaborate or varied a summer school program may be, the fact that most students are not occupied and most teachers are enjoying a long vacation is pointed to as a waste of taxpayer's money.

In Utica, the Board of Education decided to see if this was true. We wanted to know just how costly idle classrooms are in the summer. We wanted to know how much we could save by operating on a year-round basis, how much better we could teach and how concerned parents were about utilizing classrooms to the fullest extent, even though it might interfere with family summer vacations.

HOW TO ORGANIZE A COMMUNITY STUDY ON YEAR-ROUND EDUCATION

Background Work

The idea of extending the school year came as a result of routine inquiry in 1966 on the part of Board of Education members. The original concept, of course, was to save money by utilizing buildings on a year-round basis. Local educators considered restructuring the basic curriculum to give new flexibility for students while at the same time provide maximum vacation options.

Following direction to the administrative staff, the district hired staff people from a local well-know university to research the history of the topic in question.

In 1968 the school district commissioned Dr. Fred Vescolani (then at Michigan State University, now Dean of the School of Education at the University of Arkansas) to do a historical analysis of the year-round school program to date.

The recommendations stemming from this report included establishing a local Citizens Advisory Committee to assess the feeling of the community and staff and to study the possibility, if any, the savings of such a program.

Following this recommendation, Superintendent of Schools, Mr. Phillip Runkel (now Superintendent of Schools in Grand Rapids, Michigan), established a Citizens Advisory Committee in June, 1968, to study the possibilities of year-round education in this school district. Eventually, 50 local people, including school Board members, teachers, administrators, students, parents and other interested citizens, joined together to assess the concept of year-round education in Utica, Michigan. Representation from private and parochial schools joined the group as well.

Following public hearings with the State Department of Education in Lansing, Utica applied and received $19,500 to study the feasibility of year-round education. With this money, the district was able to consolidate all of the extended school year activity. This then enabled the district to complete the organized charges in the form of a 580-page report to the Michigan State Department of Education in July, 1970.

Working with a Citizens Advisory Committee, the logical result of a full-time researcher was developing a regular communications network, which was established through semi-monthly mailing to the Citizens Advisory Committee, keeping them abreast of new local developments.

Involving members of the Citizens Advisory Committee in State and regional seminars and conferences enabled the district to gain a great deal of raport with local citizens. By working hard at progress reports and meeting with Steering Committees, support can be gained for new educational programs.

Local Authorization and Support for Implementation of Phase II, the Communications Phase

On July 27, 1970, the Utica Community Schools Board of Education unanimously adopted the following resolution.

"that the Board of Education authorize the administration to apply for the continuation grant of $20,000 to continue its feasibility study to extend the school year."

Community support for the Utica Community School District is again evidenced by the following local approval to proceed.

On September 9, 1970, the Steering Committee, Year-Round Education, approved the position paper on the five-term optional educational plan, along with goals as developed by the Office of Year-Round Education.

On September 15, 1970, the Citizens Advisory Committee, Year-Round Education, passed the following two motions:

Motion 1. Moved by Mr. Holland, seconded by Sister Paula, recommending that the Citizens Advisory Committee, Year-Round School, drop the mandated four-quarter staggered plan for lack of positive public opinion. Passed by unanimous vote.

Motion 2. Moved by Mrs. Cornett, seconded by Ron Davies, that this Citizens Advisory Committee, Year-Round Education, indicate their support of the five-term optional year-round educational concept and direct the Superintendent of Schools to present our recommendations, along with the position paper and the Year-Round Educational Project II goals for the 1970-71 school year, to the Board of Education at their September 28, 1970 meeting for their approval. Passed by unanimous vote.

On September 28, 1970, the Board of Education reviewed the position paper on the optional five-term year-round educational plan and following a brief question and answer period, passed the following motion:

MOTION by Matrille, supported by Schmidt, that the Board of Education approve the recommendation of the Year-Round School Citizens Advisory Committee as follows: "That the study of the mandated four-quarter year-round school plan not be continued--AND, that the Board of Education adopt the position paper on the optional five-term year-round educational plan, including the Year-Round Education Project II goals for the 1970-71 school year." Passed by unanimous vote.

With local "official" approval to proceed with Phase II, the communications phase, is proceeding on schedule.

The Utica Community School District received a second grant of $20,000 to move into Phase III (the communications phase) to fulfill the following four goals:

1. Develop a specific optional extended school year plan (the position paper on the optional five-term year-round educational plan).

2. Conduct an extensive public relations program to point out the specifics of the optional five-term year-round program.

3. Identify a level and location within the school district to conduct a pilot program.

4. Develop a curriculum revision and tooling-up plan to prepare for the pilot program. The cost analysis will enable the district funds to eventually implement this particular goal.

This second grant will terminate June 30, 1971, with an in depth second report to the Michigan State Department of Education. Meetings among state educational and legislative leaders in January and February will permit recommendations leading toward legislative changes in Michigan. These changes will enable state aid funds to become available for extended school year programs. This will expand present community school concepts (the Mott philosophy in Flint, Michigan) and, also, enable pilot year-round school programs to become a reality.

Fall and Winter Activity

Between November, 1970, and March, 1971, the Office of Year-Round Education has been and is scheduled to present an 18-minute slide presentation to civic, social and fraternal groups along with presentations to all faculties and other school affiliated groups within the Utica Community School District, including P.T.O., P.T.A. and Library Mothers. Nearly 100 such presentations are being shown to over 4,000 residents. (We follow this presentation with a general question-answer period about the extended school year movement and usually end up resolving many other citizens' complaints as well.) The district is gaining a great deal of feedback from citizens groups. This fulfills the charge from the second grant from the Michigan State Board of Education and lays the groundwork for Phase III.

The cost analysis is in the hands of the Michigan State Department of Education, where pending state legislation may enable the district to implement Phase III. The tooling-up plan is to be submitted by March 30, 1971.

Implementation of Phase III, curriculum conversion, depends upon successful acquisition of local, state or federal assistance. This will move the tooling-up or conversion phase originally scheduled between June, 1971, and August, 1974, ahead two years. Upon conversation with members of the Michigan State Department of Education, Curriculum Division, the following guidelines have been tentatively established: To develop the tooling-up process between June, 1971, and August, 1972, so the original pilot program can begin with the fall of 1972 and the first summer optional fifth term would get underway during the summer of 1973. Starting in the fall of 1972, the Utica Community School District would begin its regular year-round educational three-year pilot program as funded through special grants from the Michigan State Department of Education.

The Michigan State Legislature has moved forward rapidly in providing year-round educational opportunities for Michigan boys and girls. Curriculum conversion and pilot funds must be made available so that as school districts move toward year-round operation, pre-established time tables can be met.

What's Next

This school district has moved toward implementation of suggested guidelines from the state department; one was to establish new term labels. Another was to establish course descriptions which describe the new term label. If the district is funded to Phase III, the district would then proceed to start writing course syllabuses involving lesson plans, bibliographical sources, films, filmstrips and other related sources.

The continued utilization of positive public relations to move to "the extended school year movement" rests entirely with a chain of events still to be determined.

How far, how fast and when, if ever, the district embraces the total year-round school concept rests with the powers that be. One thing to remember is that our school district will undergo changes because of the early impact of the year-round school movement. Spinoff will bring about orderly change, change which can only benefit our boys and girls.

APPENDIX J

INTERESTED YEAR-ROUND SCHOOL EDUCATORS

ACROSS THE COUNTRY

1. Mr. Andrew Adams,
Supt. of Schools
Kansas City, Missouri

2. Mr. Harold Adams
516 West Third
Oil City, Pennsylvania 16301

3. Dr. Donald C. Agnew, Director
Southern Association of
Colleges and Schools
Suite 592
795 Peachtree Street
Atlanta, Georgia 30308

4. Dr. Sami Alam, Dir. of Research
Port Huron Public Schools
509 Stanton Street
Port Huron, Michigan 48061

5. Mr. R. Alford
Gates Chile School District
Administration Building
910 Wegman Road
Rochester, New York 14624

6. Mr. C. S. Allen
187 Tremont Street
Boston, Massachusetts 21110

7. Dr. James E. Allen, Jr.
Commissioner of Education
New York State Dept. of Education
Albany, New York 12203

8. Mrs. Sally Allen
Education Commission of the States
822 Lincoln Tower Building
1860 Lincoln Street
Denver, Colorado 80203

9. Mr. William Allen, Principal
El Morro School
550 Blumont Avenue
Los Angeles, California 92651

10. Mr. Virgil Allread, Director
Special Business Services
Carmichael, California 93608

11. Mr. Milton Allison
connellsville Area School District
Connellsville, Pennsylvania

12. Dr. Anderson
Professor of Education
University of Michigan
Ann Arbor, Michigan 48104

13. Dr. Anderson, Asst. Superintendent
Cincinnati Public Schools
Cincinnati, Ohio

14. Mr. Edward E. Anderson, Supt.
Detroit Lakes School District
Detroit Lakes, Minnesota 56501

15. Mr. Jack Anderson, Principal
Washington School
429 Third Street
Manistee, Michigan 49661

16. Mr. Waldo K. Anderson, Director
College of Education
Bureau of Educational Research
and Services
The University of Arizona
Tuscon, Arizona 85721

17. Mr. Harold Armstrong, Sr. Vice
President
SMI
Education Management Services
6800 High Street
Worthington, Ohio 43085

18. Dr. Fred M. Atkinson, Superintendent
Bloomington School System
10025 Penn Avenue, South
Bloomington, Minnesota 55431

19. Dr. Clyde Baer, General Director
Research and Development
Kansas City Public Schools
1004C Board of Education Bldg.
1211 McGee Street
Kansas City, Missouri 64106

20. Mrs. Lucile Baird
Butler Area School District
Administration Building
167 New Castle Road
Butler, Pennsylvania 16001

21. Mr. Kenneth D. Baker, Director of
Curriculum and Instruction
School District Six
Administration Building
6558 South Acoma Street
Littleton, Colorado 80120

22. Dr. Robert Baker, Superintendent
Findlay City Schools
Findlay, Ohio 45840

23. Dr. Ivan L. Bare, Dir. of Grants
Ann Arbor Public Schools
Ann Arbor, Michigan 48014

24. Mr. B. Boykin Bartlett
Koetter, Tharp & Cowell
3411 Richmond Avenue
Suite 701
Houston, Texas

25. Mr. S. Ray Bass, Admin. Asst.
DeKalb County Board of Ed.
DeKalby County Courthouse
Decatur, Georgia 30030

26. Dr. Maynard Bauer, Superintendent
484 East Avenue
Tallmadge, Ohio 44278

27. Mr. Raymond Bauer
425 Trinklein Street
Frankenmuth, Michigan 48734

28. Mr. Jerry Beaver
Dir. of Secondary Education
New Hannover Schools
Wilmington, North Carolina

29. Mr. Ronald Becker, Director of
Secondary Curriculum
State Dept. of Education
State Capitol Building
Lincoln, Nebraska 68509

30. Mr. Robert Beckwith, Manager
Education Department
Illinois Chamber of Commerce
20 North Wacker Drive
Chicago, Illinois 60606

31. Dr. Heyward Bellamy, Supt.
New Hannover County
Wilmington, North Carolina

32. Mrs. Lloyd L. Bennett, Regional
Vice President
Pennsylvania Congress of PTA
1020 Lintletown Road
Harrisburg, Pennsylvania 17110

33. Mr. Harry Benedetto, Curriculum
Development Specialist
Bureau of Curriculum Development
and Evaluation
Pennsylvania Department of Education
Box 911
Harrisburg, Pennsylvania 17126

34. Dr. Herman Benthul, Asst. Supt.
for Curriculum Development
Dallas Independent School District
Dallas, Texas

35. Dr. Marshall K. Berner, Supt.
Champaign Community Unit No. 4
703 South New Street
Champaign, Illinois 61820

36. Judge Binkowski
29200 Van Dyke Avenue
Warren, Michigan 48093

Attention: Margaret Tower

37. Dr. D. F. Bissinger
50 Silver Spring Road
Landisville, Pennsylvania

38. Susan Bittenbender
5801 Dunbam Avenue
Stevensville, Michigan 48127

39. Dr. David M. Bjork
Professor of Education
University of Alabama
Mobile, Alabama 36608

40. Dr. Charles Boehm
Education Planning Committee
1203 Yardley Road
Morrisville, Pennsylvania 19067

41. Mr. Homer E. Bolen
Coordinaor of Instruction
State Dept. of Education
Jefferson city, Missouri 65101

42. Dr. Merle R. Bolton, Supt.
Topeka Public Schools
Unified School District No. 501
Topeka, Kansas 66603

43. Mr. Lawrence M. Bongiovanni
Massachusetts Dept. of Education
182 Tremont Street
Boston, Massachusetts 02111

44. Mr. C. A. Bonomi
1215 Longview Avenue
Aliquippa, Pennsylvania 15001

45. Mr. James E. Boswell
Senior Research Assistant
University of Louisville
Louisville, Kentucky 40205

46. Mr. Harold Boyden, Supt.
Chittendent East Supervisory Union
Richmond, Vermont 05477

47. Bradford County Board of Public Instruction
Box 939
Starke, Florida 32091

48. Numa P. Bradner
Dir. of Secondary Education
Virginia State Dept. of Ed.
Richmond, Virginia

49. Helen Brady
School District of the City of Harrisburg

50. Mr. Joseph Brezeinski, Exec. Dir.
Dept. of Research, Planning and Budgeting
Administration Building
414 Fourteenth Street
Denver, Colorado 80202

51. Dr. Fred Brieve
Associate Supt. of Instruction
Dallas Indepedent School District
3700 Ross Avenue
Dallas, Texas 75204

52. Mr. Farley D. Bright
Deputy Commissioner
Minnesota Dept. of Ed.
401 Centennial Office Bldg.
St. Paul, Minnesota 55101

53. Mr. Roy Brockel
Six Edge Street
Ipseich, Massachusetts 01938

54. Mr. Raymond Broderick
Lieutenant Governor of the State of Pennsylvania
Room 200
Main Capitol
Harrisburg, Pennsylvania 17120

55. Dr. Elbert Brooks, Director
Metropolitan Public Schools
2601 Bransford Avenue
Nashville, Tennessee 37204

56. Miss Bertha Brosky, Principal
Hope Street
Chartiers Valley Schools
Pittsburgh, Pennsylvania 15220

57. Mr. Frank W. Brown, Chief
Division of Instruction
State Dept. of Education
Concord, New Hampshire 03301

58. Mr. Jack Brown, Director
Division of Elementary and Secondary Education
Ohio Dept. of Education
606 State Office Building
65 South Front Street
Columbus, Ohio 43215

59. Mr. Robert Brown Research Asst.
Office of Research and Planning
South Carolina St. Dept. of Ed.
Columbia, South Carolina 29201

60. Mr. Louis Bruno
Supt. of Public Instruction
P.O. Box 527
Olympia, Washington 98501

61. Mr. Quentin R. Bryan, Asst. Supt.
Educational Services
P.O. Box 767
Ukiah, California 95482

62. Mr. John Buch, Asst. Supt.
County Office Building
Market and New Streets
West Chester, Pennsylvania 19380

63. Mr. H. V. Bullock, Asst. Director of Curriculum Development
State Dept. of Education
239 State Office Building
Atlanta, Georgia 30334

64. Mr. Dennis P. Burke
Education Development Center
California State College
California, Pennsylvania 15419

65. Miss Patricia Burress
1422 McAlpine Avenue
Nashville, Tennessee 47216

56. Dr. Cyril Busbee, State Superintendent of Education
South Carolina St. Dept. of Ed.
Rutledge Building
Columbia, South Carolina 29201

57. Mr. Earl Bussard
Northville Public Schools
405 West Main street
Northville, Michigan 48167

58. Miss Margaret Bushnell, V. Pres.
Pitman Publishing Company
6 West 43rd Street
New York, New York 10017

59. Mr. Wendell Butler
Supt. of Public Instruction
Frankfort, Kentucky

60. Mr. Michael Cammisa
Math Department
Butler Senior High School
Butler, Pennsylvania 16001

61. Mr. Bruce Campell, Admin. Asst. to the Executive Director
State Federation of District Boards of Education
407 West State Street
P.O. Box 909
Trenton, New Jersey 08605

62. Mr. George Campbell
A-226 Armstrong Hall
Michigan State University
East Lansing, Michigan 48823

63. Mr. Nick Campbell
Asst. Administrator
Richland Schools
Johnstown, Pennsylvania

64. Mr. J. C. Cantell, Director
Four-Quarter Plan
Jefferson County Public Schools
3332 Newburg Road
P.O. Box 18325
Louisville, Kentucky 40218

65. Mr. Milton E. Carlson
Professor and Assoc. Director
Bureau of University Research
Northern Illinois University
DeKalb, Illinois 60115

66. Mr. Gerald C. Carmony, Asst. State Superintendent
State House
Room 229
Indianapolis, Indiana 46204

67. Mr. Donald M. Carroll, Jr.
Asst. Commissioner of Basic Ed.
Office of Basic Education
Box 911
Pennsylvania Dept. of Education
Harrisburg, Pennsylvania 17126

68. Dr. Evelyn Carswell
R. R. 9
Tuscon, Arizona 85709

69. Mr. Phillip C. Carter
Assistant Professor
School of Education
Southern Utah State College
Cedar City, Utah 84720

70. Mr. William H. Cartwright, Chairman
Department of Education
Duke University
Durham, North Carolina 27708

71. Mr. Kent Caruthers
Office of Institutional Research
Oklahoma State University
Stillwater, Oklahoma 74074

72. Dr. George P. Chaffee, Supt.
Sequoia Union High School District
480 James Avenue
Redwood City, California 94063

73. Mr. Sam Chaney, Admin. Assistant to the Superintendent
Sequoia Union High School District
480 James Avenue
Redwood city, California 94063

74. Mr. Charles E. Chardon, Exec. Dir.
Puerto Rico State Bd. of Ed.
P.O. Box 21868
U.P.R. Station
San Juana, Puerto Rico 00931

75. Mr. Chadwick C. Chase, Asst. Superintendent
Supervisory Union No. 27
Merrimack School District
Hudson, New Hampshire 03051

76. Mr. Jim Cherry, Superintendent
DeKalb County School System
DeKalb County Courthouse
Decatur, Georgia 30030

77. Dr. Ted Cherry, Asst. Supt.
Reynoldsburg Schools
Reynoldsburg, Ohio 43068

78. Mr. James F. Clark, Asst. Dir.
Department of Instruction
DeKalb County School System
DeKalb County Courthouse
Decatur, Georgia 30030

79. Clay County Board of Public Instruction
P.O. Box 488
Green Cove Springs, Florida 32043

80. Mr. James S. Clay, Exec. Secretary
Racine Education Association
1603 Washington Avenue
Racine, Wisconsin 53403

81. Mr. Charles E. Clear
Dir. of Educational Research
Virginia State Dept. of Ed.
Richmond, Virginia

82. Mrs. Dolores Colburg
Supt. of Public Instruction
State Capitol
Helena, Montana 59601

83. Miss Wilma Cole
Becky-David School
1155 Jung Station Road
St. Charles, Missouri 63301

84. Mr. Alvin Coleman
Annville-Cleona School District
Annville, Pennsylvania 17003

85. Mr. John G. Colson, Jr., Supt.
Office of Research and Development
Prince William County School Bd.
P.O. Box 389
Manassas, Virginia 22110

86. Mr. Neil R. Cote
2555 Coldspring Drive
Bloomfield Hills, Michigan 48013

87. Mr. J. Anthony Covino, Principal
Ocean Township School
Oakhurst, New Jersey

88. Dr. Alton Cowan, Superintendent
New Orleans Public Schools
New Orleans, Louisiana

89. Faye Craig, Corresponding Secretary
The Concerned Parents of the Pontiac School District
P.O. Box 3307
Pontiac, Michigan 48055

90. Miss Cheri Crawford
DuBois Area Schools
Luthersburg Elementary School
DuBois. Pennsylvania

91. Mr. Richard G. Greasey, Supt.
Palisades School District
Kintnersville RFD #1
Bucks County, Pennsylvania 18930

92. Dr. Alton Cres, Superintendent
Cobb County Public Schools
Marietta, Georgia 30060

93. Mr. John Crowley, Superintendent
Coos Bay Public Schools
P.O. Box 509
Coos Bay, Oregon 97420

94. Mr. William H. Crum
Asst. Superintendent of Schools
Charles Summit, Pennsylvania

95. Dr. Victor R. Cullens, Supt.
Parkrose Public Schools
10636 N.E. Prescott
Portland, Oregon 97220

96. Miss Mary Cummins
Matzke Elementary School
Houston, Texas

97. Mr. Roland Currier, Superintendent
Essex North Supervisory Union
Island Port, Vermont 05846

98. Nancy Cynamon
Educational Planning Assn.
54 Lewis Wharf
Boston, Massachusetts 02110

99. Dade County Board of
Public Instruction
1410 N.E. Second Avenue
Miami, Florida 33132

100. Mrs. J. B. DeBolt
1312 Hillcrest Road
West Chester, Pennsylvania

101. Mr. Paul DeJongh
The Massachusetts Legislative
Internship Program

102. Mr. Dean DeLong, Asst. Supt.
Washington Local Schools
5201 Douglas Road
Toledo, Ohio 43613

103. Dr. Clifford H. Dale, Admin. Asst.
Omaha Public Schools
Administrative Offices
3902 Davenport Street
Omaha, Nebraska 68131

104. Mr. Andrew Daskivich
Punxsutawney Area School District
P.O. Box 303
Punxsutawney, Pennsylvania 15767

105. Mr. O. E. Daugherty, Chief
Bureau of Planning and
Coordination
Florida State Dept. of Ed.
Tallahassee, Florida 32304

106. Mr. Joseph L. Davis
Columbus Public Schools
Administrative Offices
270 East State Street
Columbus, Ohio 43215

107. Mr. Wallace Davis
Asst. Supt. for Instruction
Corpus Christi Independent
School District
Corpus Christi, Texas

108. Mr. Roland W. Deopner, Jr.
Extended School Year Study
Winston-Salem Forsyth Co. Schools
Winstom-Salem Forsyth, N.C. 27102

109. Mr. Roger Derthick, Principal
Henry Grady High School
929 Charles Allen Drive, N.E.
Atlanta, Georgia 30309

110. Mr. John E. Desmond, President
Chicago Teachers Union
201 North Wells Street
Chicago, Illinois 60606

111. Mr. Sidney A. Dewey, Superintendent
St. Albans Public Schools
St. Albans, Vermont 05478

112. Mr. Jules DiSerafina
Administrator
Ambler, Pennsylvania

113. Mr. Patrick L. Donahue, Supt.
Windsor Central Supervisory Union
Woodstock, Vermont 05001

114. Mr. David L. Donovan, Supervisor
School District Reorganization
Department of Education
Lansing, Michigan 48902

115. Dr. Door, Assistant Dean
School of Education
Central Michigan University
Mt. Pleasant, Michigan 48858

116. Mr. Robert Dudney
Box 816
League City, Texas

117. Mr. James J. Dumas, Jr.
77 John Carver Road
Reading, Massachusetts 01867

118. Mr. William H. Dunlap
Coordinator of Secondary Education
Hempfield Area School District
Greensburg, Pennsylvania

119. Mr. Roger H. Dunning, Asst. Supt.
Stroudsburg Area School District
West Main Street
Stroudsburg, Pennsylvania 18360

120. Mr. Dennis Duquelle
Central Berkshire Regional
School District
Union Block, Main Street
Dalton, Massachusetts 01226

121. Mr. Ray Eastin
Director of Secondary Education
Burlington Community School District
1429 West Avenue
Burlington, Iowa 52601

122. Mr. George T. Eddington, Asst. to Superintendent
Grosse Pointe Public Schools
289 St. Clair Avenue
Grosse Pointe, Michigan 48230

123. Mr. Herbert J. Edwards, Asst. Dir.
Bureau of Curriculum Development and Evaluation
Pennsylvania Dept. of Education
Box 911
Harrisburg, Pennsylvania 17126

124. Mr. Norman Edwards, Director
School Administration
Data Processing and School Research
P.O. Box 44065, Capitol Station
Baton Rouge, Louisiana 70304

125. Mrs. Louis Elliott, Registrar
75 West Linda Vista
Tuscon, Arizona 85704

126. Mr. Thomas H. Elliott, Principal
Greeley Public Schools
1416 Ninth Avenue
Greeley, Colorado 80631

127. Dr. Homer O. Elseroad, Supt.
Montgomery County Public Schools
850 North Washington Street
Rockville, Maryland 20850

128. Mr. E. F. Elson, Asst. Supt.
Educational Services
Sequoia Union High School District
480 James Avenue
Redwood City, California 94063

129. Dr. Clifford England, Asst. Superintendent for Special Serivces
Clayton County School System
120 Smith Street
Jonesboro, Georgia 30235

130. Mr. Harold Estep
Curriculum Director
Oil city Schools
Box 929
Oil City, Pennsylvania 16301

131. Mr. Harry Etzel
28 East Bissell Avenue
Oil City, Pennsylvania

132. Dr. Arthur W. Eve
University of Massachusetts
Amherst, Massachusetts

133. Mr. James C. Fain
Director of Curriculum
Atlanta Public Schools
2930 Forrest Hill Drive, S.W.
Atlanta, Georgia 30315

134. Mr. Samuel A. Farmerie
Westminister College
New Wilmington, Pennsylvania

135. Mr. Gaylord Feick
Director of Program Development
Port Huron Public Schools
509 Stanton Street
Port Huron, Michigan 48061

136. Mrs. Lucille Ferrigan
142 Fredrick Drive
Oxford, Michigan 48051

137. Dr. Bob Finley, Superintendent
Glen Cove School
Glen Cove
Long Island, New York

138. Dr. Paul R. Fiscus
Director of Personnel and Federal Programs
459 South Eberhart Road
Butler, Pennsylvania

139. Mr. James E. Fleming, Director
Kentucky Legislative Research Commission
Frankfort, Kentucky

140. Emma H. Flifton
P.O. Box 305
Newberry, Florida 32669

141. Mrs. Emma Fondo
Asst. Supervisor of Research
State Dept. of Education
Richmond, Virginia 23216

142. Mr. J. D. Fontana
Box 188
East Montpelier, Vermont

143. Mr. Robert E. Ford, Research Assistant
San Diego City Schools
Education Center
4100 Normal Street
San Diego, California 92103

144. Mr. John Frechette, Supt.
Merrill Community Schools
555 West Alice
Merrill, Michigan 48637

145. Mr. James L. French
Elementary Principal
112 Elmdale Avenue
Clyde, Ohio 43410

146. Mr. J. E. Fritz
North Courtland Street
East Stroudsburg, Pa. 18301

147. Dr. Dan Foster
Coordinator of Compensatory Ed.
Hayward Unified School District
Box 5000
Hayward, California 94544

148. Mr. Melvin M. Fried
South Woods Junior High School
Pell Lane
Syosset, New York 11791

149. Mr. Hohn R. Gamble
Deputy Superintendent
Nevada State Dept. of Education
Carson City, Nevada 89701

150. Dr. Nicholas Gangwish
Jefferson County School District
1580 Yarrow Street
Lakewood, Colorado 80215

151. Mr. Bufford Garner, Consultant
Administrative Support Staff
Iowa Dept. of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

152. Dr. Riley Gaskill
Director of Bureau of School Services
Central Michigan University
Mt. Pleasant, Michigan 48858

153. Mr. Ralph Gaudio
Elementary Principal
109 Crescent Heights
New Brighton, Pennsylvania

154. Mr. Carl C. Gawart, Superintendent
Harper Creek Community Schools
835 Golden Avenue
Battle Creek, Michigan 49015

155. Mr. John B. Geissinger, Supt.
The Public Schools
27 West Clinton Avenue
Tenafly, New jersey

156. Dr. James Gemmell, President
Clarion State College
Clarion, Pennsylvania 16214

157. Mr. Herbert D. Gibbs, Junior Coordinator
Extended School Year
East Lansing High School
509 Burcham Drive
East Lansing, Michigan 48823

158. Mr. Ray G. Gilbert
329 Mulberry Street
Clyde, Ohio 43410

159. Dr. Robert D. Gilberts
Denver School District
414 Fourteenth Street
Denver, Colorado 80202

160. Mr. Donald G. Gill, Principal
Laboratory School
Eastern Illinois University
Charleston, Illinois 61920

161. Mr. Reid Gillis
Coordinator of Year-Round Education
Fulton County Schools
500 County Administration Building
165 Central Avenue, S.W.
Atlanta, Georgia 30303

162. Dr. Donald Grimes
Wilson Campus School
Mankato, Minnesota 56001

163. Mr. Richard Glockler
Department of Education
West Chester State College
West Chester, Pennsylvania

164. Dr. Goenner
Professor of Education
Central Michigan University
Mt. Pleasant, Michigan 48858

165. Mr. Frank Gorgonzola
Canandaigua City School District
West Givson Street
Canandaigua, New York 14424

166. Dr. Robert N. Gourley, Supt.
Beavertown Public Schools
303 S.W. Erickson
Beavertown, Oregon 97005

167. Mr. James R. Gove, Asst. Supt.
Valley View School District #96
590 Belmont Drive
Lockport, Illinois 60441

168. Mr. Leon R. Graham
Asst. Commissioner for
Administration
Texas Education Agency
Austin, Texas 78711

169. Mr. Sam Gravitt, Superintendent
Lake Fenton Community Schools
11425 Torrey Road
Lake Fenton, Michigan 48430

170. Mr. Martin T. Green, Principal
The University School of Florida
State University
College of Education
Tallahassee, Florida 32306

171. Mr. John Griffin
South School
Stoughton, Massachusetts

172. Mr. Edward M. Grissinger
Bureau of Administrative
Leadership Services
342 Education Building
Dept. of Education, Box 911
Harrisburg, Pennsylvania 17126

173. Dr. Ann Grooms, President
Education Services Institute, Inc.
Museum Building
Suite 200
3915 Plainville Road
Cincinnati, Ohio 45227

174. Dr. Gunning, Superintendent
Unified School District #1
2230 Northwestern Avenue
Racine, Wisconsin 53404

175. Mr. Harold D. Guthrie
2144 Mt. View Avenue
State College, Pennsylvania 16801

176. Mr. Donald Hair, Asst. Supt.
Curriculum and Instruction
P.O. Box 527
Olympia, Washington 08501

177. Mr. John Haldeman
Atlanta City Schools
224 Central Avenue, S.W.
Atlanta, Georgia 30303

178. Mr. Louis Hamm
720 Nob Hill Avenue, S.
Seattle, Washington 98109

179. Mr. Robert F. Hand
Dixfield Community Schools
Dexter, Iowa 50070

180. Mr. Ray Hanson, Principal
Lincoln Senior High School
Bloomington, Minnesota 55431

181. Mr. Thomas Harder
Richland Schools
Johnstown, Pennsylvania

182. Rebecca Hardy
National Education Program Assoc.
1816 Jefferson Place, N.W.
Washington, D.C. 20036

183. Mr. Hugh A. Harlan, Consultant
School of Administration and
J. H. Education
Nebraska State Dept. of Education
Lincoln, Nebraska 69509

184. Mr. J. J. Harris
74 West Beare Street
Washington, Pennsylvania 15301

185. Mr. R. B. Harris
3700 Ross Avenue
School Administration Building
Dallas, Texas 75204

186. Mr. Millard Harrison, Supt.
Hartford Supervisory Union
White River Junction, Vermont 05001

187. Dr. Jim Hartgraves, Deputy
Assoc. Supt. of Secondary Ed.
Department of Education
165 Capitol Building
Phoenix, Arizona 85007

188. Dr. Winslow Hatch
Research Training Branch
Diviision of Higher Ed. Research
Bureau of Research
U.S. Office of Education
Washington, D.C. 20202

189. Mr. G. E. Hay, Assoc. Dean
University of Michigan
School of Graduate Studies
Ann Arbor, Michigan 48104

190. Dr. Robert Hays
Ben Salem School District
3330 Hulmville Road
Cornwell Heights, Pa. 19020

191. Dr. James E. Heald
Project Director
Okemos Public Schools
Okemos, Michigan 48864

192. Mr. Gordon Helmbold, Supt.
Millington Community Schools
8537 Gleason Street
Millington, Michigan 48746

193. Dr. Gene Henderson, Supt.
Francis Howell School District
Route 2
St. Charles, Missouri 63301

194. Mr. Benjamin D. Hengst,
Specialist
Dept. of Public Instruction
Box 911
Harrisburg, Pennsylvania 17126

195. Mr. H. Clair Henry
Superintendent of Schools
Brookville, Pennsylvania 15825

196. Dr. E. Curtis Henson, Asst. Supt.
for Instruction
Atlanta Public Schools
2930 Forrest Hill Drive, S.W.
Atlanta, Georgia 30315

197. Mr. Fred W. Herlinger
208 Theatre Drive
Johnstown, Pennsylvania 15904

198. Mr. Kenneth Hermansen, Supt.
Valley View School District #96
Dalhart Avenue
Lockport, Illinois 60441

199. Mr. Glen Hess
Superintendent of Schools
Washington, Pennsylvania

200. Mr. Gerald B. Hesling
Director of Special Services
Lake Oswego Public Schools
2455 S.W. Country Club Road
Lake Oswego, Oregon 97034

201. Mr. B. Anton Hess, Deputy Secretary
and Commissioner for Basic Ed.
Office of Basic Education
333 Education Building
Pennsylvania Dept. of Education
Box 911
Harrisburg, Pennsylvania 17126

202. Mr. Robert M. Hileman, Supervisor
Planning and Evaluation
State Dept. of Education
Jefferson City, Missouri 65101

203. Mr. Bruce Hill, Asst. Supt.
Findlay City Schools
Findlay, Ohio

204. Dr. D. L. Hitchcock
Gwinnett County School System
Gwinnett Drive
Lawrenceville, Georgia

205. Mr. J. B. Hodges, Director
P.K. Yonge Laboratory School
University of Florida
Gainesville, Florida

206. Mr. H. G. Hollingsworth, Jr.
Director, Office of Admunct Ed.
State Dept. of Education
Columbia, South Carolina 29201

207. Mr. Kenneth W. Hood, Supt.
Washington West School District
Waterbury, Vermont 05676

208. Mr. Russell L. Horchler, Supt.
116 East Street
New Castle, Pennsylvania 16101

209. Mr. Dale E. Howard, Superintendent
Ashley Community Schools
105 New Street
Ashley, Michigan 48806

210. Mr. Jim Huestis
R.R. 2, Box 70
Coldwater, Michigan 49036

211. Mr. William L. Howard, Assoc. Superintendent
Topeka Public Schools
415 West Eighth Street
Topeka, Kansas 66603

212. Mr. Thomas Hughes, Elementary Principal
Butler Area School District
Administration Building
167 New Castle Road
Butler, Pennsylvania 16001

213. Mr. James J. Hughey, Principal
8565 Mercer
Dallax, Texas

214. Mr. Alfred W. Hurley, Supt.
Lemoill S. Supervisory Union
Morrisville, Vermont 05661

215. Mr. James Hysong, Supt.
Brookville Area Schools
Valley Street Extension
Brookville, Pennsylvania

216. Mr. Gerald D. Inman, Curriculum Coordinator
Springfield Schools
Administration and Business Offices
354 North 27th Street
Battle Creek, Michigan 49105

217. Mrs. M. Innis
Edwin Gould Foundation
109 East 31st Street
New York, New York 10016

218. Dr. Boyd Israel, Acting Dir. of Instruction
Cobb County Board of Education
208 South Waddel Street
Marietta, Georgia 30060

219. Mr. Clifford R. Ivey
Board President
519 General Armstrong Road
King of Prussia, Pennsylvania

220. Dr. Claude Ivie
Dir. of Curriculum Development
State Dept. of Education
239 State Office Building
Atlanta, Georgia 30334

221. Dr. Marjory E. Jacobson
Bloomfield Hills School District
4175 Andover Road
Bloomfield Hills, Michigan 48013

222. Mr. Harry Jaynes, Principal
Briarcliff High School
2415 North Druid Hills Road
Atlanta, Georgia 30329

223. Mr. George M. Jensen
National School Calendar Study Committee
2015 Kenwood Parkway
Minneapolis, Minnesota 55405

224. Dr. Jim Jester, Director
S.W. Missouri State College
Laboratory School
Springfield, Missouri

225. Mr. Charles B. Johnson, Supt.
Washington N.E. Supervisory Union
East Montpelier, Vermont 05651

226. Mr. Dave Johnson, Superintendent
L'Anse Cruse Schools
27733 South River Road
Mt. Clemens, Michigan 48043

227. Dr. Ernest Johnson, Director
Educational Development Center
Johnston Campus
University of Pittsburgh
Johnstown, Pennsulvania 15904

228. Mr. Eugene L. Johnson, Supt.
Bloomfield Hills School District
Bloomfield Hills, Michigan 48103

229. Dr. Oz Johnson, Asst. Superintendent for Research
Jefferson County Public Schools
3332 Newburg Road
Louisville, Kentucky 40218

230. Mr. Allan Jones
Connellsville Area School District
connellsville, Pennsylvania

231. Mr. Richard A. Kaplowitz, Asst. Dean
The Catholic University of America
Washington, D.C. 20017

232. Miss Jane Kardokus
Legal Services Unit
Colorado Dept. of Education
State Office Building
Denver, Colorado 80203

233. Mr. Garry Karno
Editorial Department
The Detroit News
615 West Lafayette
Detroit, Michigan 48231

234. Mr. Malcolm Katz, Superintendent
East Lansing Public Schools
509 Burcham Drive
East Lansing, Michigan 48823

235. Mr. Marty Keck, Asst. Principal
Waterford Mott High School
1151 Scott Lake Road
Pontiac, Michigan 48054

236. Mr. Norman J. Kee, Director
of Personnel
Plymouth Community School District
Plymouth, Michigan 48170

237. Mr. T. L. Keeler
139 East Main Street
Canton, Pennsylvania 17724

238. Dr. Ray E. Kehoe, Assco, Dir.
Bureau of School Services
University of Michigan
Ann Arbor, Michigan 48104

239. Mr. John L. Kennedy, Director
Bureau of Curriculum Development
and Evaluation
503 Education Building
Harrisburg, Pennsylvania 17126

240. Kathleen Kepner
1526 David Stott Building
Detroit, Michigan 48226

241. Mr. Fred Kiesel, Superintendent
San Juan Unified School District
3738 Walnut Avenue
Carmichael, California 05608

242. Dr. Frank Killian
1343 Ridge Road
Mt. Pleasant, Michigan 48858

243. Dr. Ralph Kimbrough
University of Florida
Gainesville, Florida

244. Mr. Paul Kimmelman
5700 Whitmer Drive
Washington Building
Toledo, Ohio 43613

245. Mr. Charles E. King, Director
of Research
Fairfax Schools
Page Avenue
Fairfax, Virginia

246. Mrs. Anna C. Kinzey
Black Hawk Circle
Downington, Pennsylvania

247. Mr. Jerry L. Kirks, Asst. Director
Office for Institution Research
Wayne State University
Detroit, Michigan 48202

248. Mr. R. M. Kissel
P.O. Box 186
Datrobe, Pennsylvania 15650

249. Mr. Carl S. Knox, Ed. Director
Superintendent of Schools
Administration Center
2017 Louisiana Street
Lawrence, Kansas 66044

250. Dr. James Knukles
Atlanta Public Schools
Atanta, Georgia

251. Mr. Charles J. Korkuch, Asst.
Superintendent
Washington Township Public Schools
Hurffville-Crosskeys Road
Sewell, New Jersey

252. Mr. Francis Korkuch
City of Harrisburg School District
1201 North Sixth Street
P.O. Box 2645
Harrisburg, Pennsylvania 17105

253. Mr. Gerald T. Kowitz, Director
College of Education
Office of Research and
Development
820 Van Vleet Oval
Room 112
Norman, Oklahoma 73069

254. Mr. Davis H. Kurtzman
Secretary of Education
Pennsylvania Dept. of Education
Harrisburg, Pennsylvania 17126

255. Mr. J. M. Kyffin, Asst. Supt.
Jefferson County Public Schools
1580 Yarrow Street
Lakewood, Connecticut 80215

256. Dr. J. F. Lagana
200 Hillvue Lane
Pittsburgh, Pennsylvania 15327

257. Dr. Everett Landin, Director
Education Development Center
West Chester State College
110 West Rosedale Avenue
West Chester, Pennsylvania 19380

258. Mr. Jerome E. Lang
2340 Saunder Station Road
Monroeville, Pennsylvania 15146

259. Mr. Duane LaNoreaux
292 North Eil Drive
Northville, Michigan 48167

260. Mr. Lawrence M. Large, Asst.
Principal
Manheim Township School District
School Road
Neffsville, Pennsylvania 17556

261. Mrs. Helen M. Lawson
Fairfax High School
10675 Lee Highway
Fairfax, Virginia 22030

262. Mr. James C. Leavell
Director of Research
Macomb County Intermediate
School District
4401 Garfield Road
Mt. Clemens, Michigan 48043

263. Mr. Emmett L. Lee, Asst. Supt.
for Instruction
Clayton county School System
120 Smith Street
Jonesboro, Georgia 30235

264. Mr. Howard Lehman
Elementary Supervisor
Oil City Area Schools
Grandview Avenue
Oil City, Pennsylvania

265. Mrs. Susan Leighton
Policy Planner
Philadelphia School District
Philadelphia, Pennsylvania

266. Mr. Fred D. Leonard
Elementary Principal
Chichester School District
Boothwyn, Pennsylvania

267. Dr. John Letson, Superintendent
Atlanta City Schools
Atlanta, Georgia 30303

268. Mr. Paul G. Liddicoat, Supt.
Troy, Michigan

269. Mr. Robert Liddy, Principal
West High School
3505 West Locust Street
Davenport, Iowa 52804

270. Mrs. Mary Liebman
410 South Ridge Road
McHenry, Illinois 60050

271. Mr. Randall B. Lindsey
Advisory Specialist
Koukakee School District
139 North Dearborn Avenue
Koukakee, Illinois 60901

272. Mr. Ernest R. Lyon, Superintendent
Barre Public Schools
Barre, Vermont 05641

273. Miss Elizabeth MacCulloch, Principal
Berkley School
New Mildford, New Jersey 07646

274. Mr. William D. Mader
Curriculum Development
Specialist, PDE
20 Vesta Drive
Dauphin, Pennsylvania 17018

275. Mr. William R. Magill
Annville-Cleona School District
Annville, Pennsylvania 17003

276. Miss Ann Manor
Butler Area School District
Administration Building
167 New Castle Road
Butler, Pennsylvania 16001

277. Mr. Arthur Mann, Asst. Supt.
office of Instructional Services
Hawaii Dept. of Education
P.O. Box 2360
Honolulu, Hawaii

278. M. Manty
42328 Stanberry
Sterling Heights, Mich. 48078

279. Mr. Charles H. Marston, Consultant
Secondary Education
State Dept. of Education
Concord, New Hampshire

280. Mr. David Martin
Utica Road
R.D. 1
Polk, Pennsylvania

281. Mr. Layton Matchulet, Asst. Supt.
Oil City Area Schools
833 Grandview Avenue
Oil City, Pennsylvania

282. Mr. R. O. Mathias
Bower at Moffett Street
Pittsburgh, Pennsylvania 15243

283. Mr. Don Mean, Asst. Director
Educational Development
Research-Learning Center
Clarion State College
Clarion, Pennsylvania 16214

284. Mr. Irving R. Melbo, Dean
School of Education
University of Southern California
University Park
Los Angeles, California 90007

285. Mr. James Melton, Asst. Supt.
for Administration and Finance
Kentucky Dept. of Education
Frankfort, Kentucky 40601

286. Miss Carmelo Mercurio
Board of Education
110 Livingston Street
Room 1028
Brooklyn, New York 11201

287. Mr. John C. Meyer, Asst. Professor
School of Education
Central Michigan University
Mt. Pleasant, Michigan 48858

288. Mr. Shuyler M. Meyer, Jr.
Edwin Gould Foundation for Children
109 East 31st Street
New York, New York 10016

289. Mr. E. C. Mikkelsen, Director of
Research
South Dakota Education Assn.
P. O. Box 939
Pierre, South Dakota 57501

290. Annetta Miller
25456 Wareham Drive
Huntington Woods, Michigan 48070

291. Dr. Lloyd L. Millholen, Supt.
Lake Oswego Public Schools
2455 S.W. Country Club Road
Lake Oswego, Oregon 97034

292. Mrs. Gladys Mills, Coordinator
Education Commission of the States
822 Lincoln Building
1860 Lincoln Street
Denver, Colorado 80203

293. Mr. John Mobley, Director
Adult Education
DeKalb School System
955 North Indiana Creek Drive
Clarkston, Georgia 30021

294. Mr. Ira c. Mogen, Assoc. Supt.
Dept. of Public Instruction
State Capitol Building
Pierre, South Dakota 57501

295. Dr. William Monshan, Supt.
Freeport School District 145
Freeport, Illinois

296. Mr. J. Y. Moreland
Area I Superintendent
1625 Mozley Drive, S.W.
Atlanta, Georgia 30314

297. Dr. Don L. Morgan, Asst. Director
Field Services
Research-Learning Center
Clarion State College
Clarion, Pennsylvania 16214

298. Dr. Sam Moore
Michigan State University
Dept. of Higher Learning
East Lansing, Michigan 48823

299. Mr. Harold W. Morese, Supt.
Middlebury Public Schools
Middleburg, Vermont 05753

300. Dr. Alvin E. Morris, Supt.
Wichita Public Schools
428 South Broadway
Wichita, Kansas 67202

301. Mr. Russel Mosely
Coordinator of Curriculum
Development
State Department
Madison, Wisconsin

302. Mr. Barney Moura, Principal
Park Elementary School
P.O. Box 5000
Hayward, California 94544

303. Dr. T. K. Muellen, Asst. State
Supt. in Instruction
Maryland State Dept. of Education
600 Wyndhurst Avenue
Baltimore, Maryland 21210

304. Dr. Robert F. Munson
Assoc. Professor of Psychology
Bellarmine-Ursuline College
Louisville, Kentucky

305. Mr. A. A. Murphy
County Superintendent of Schools
Clarion County Courthouse
Clarion, Pennsylvania 16214

306. Mr. Robert Muscio, District Supt.
Lakeside Union School District
P.O. Box 578
12335 Woodside Avenue
Lakeside, California 92040

307. Mr. Kent C. Myers
Lake Oswego Public Schools
2455 S.W. Country Club Road
P.O. Box 70
Lake Oswego, Oregon 97034

308. Mr. Max McBrayer
Secondary Principal and Consultant
Fulton County School System
100 Mitchell Street, S.W.
Atlanta, Georgia 30303

309. Mr. Robert C. McCarter
Director of Secondary Education
West Chester Area School District
West Chester, Pennsylvania 19380

310. Mr. Joseph L. McCleary, Admin.
Assistant
Long Beach Unified School District
701 Locust Avenue
Long Beach, California 90813

311. Mr. C. B. McFadden, Admin. Asst.
Stevenson School District #3
Stevenson, Washington 98648

312. Dr. T. R. McKague, Asst. Professor
Dept. of Education Administration
University of Sask
Saskatoon, Sask., Cananda

313. Mr. Donald S. McKelvey, Asst. Dir.
Regional Planning
ESEA Title III
Research-Learning Center
Clarion State College
Clarion, Pennsylvania 16214

314. Dr. John D. McLain, Director
Research-Learning Center
Clarion State College
Clarion, Pennsylvania 16214

315. Mr. Roderick McPhee, Supt.
Glencoe Public Schools
Glencoe, Illinois 60022

316. Dr. Curtis E. Nash, Dean
School of Education
Central Michigan University
Mt. Pleasant, Michigan 48858

317. Mr. Nicita
Director of Secondary Education
Farmington Public Schools
Farmington, Michigan 48024

318. Mr. Alexander Nelson, Coordinator
Ann Arbor Feasibility Study
Grant Programs
401 Division Street
Ann Arbor, Michigan 48014

319. Mr. H. F. Newell
Courthouse
Franklin, Pennsylvania 16323

320. Dr. Carl A. Newman, Supervising Principal
North Allegheny School District
200 Hill View Lane
Pittsburgh, Pennsylvania 15237

321. Mr. Kermit S. Nickerson
Commissioner of Education
State Dept. of Education
Augusta, Maine 04330

322. Dr. James Nickerson, President
Mankato State College
Mankato, Minnesota 56001

323. Mr. Eugene M. Nikkare, Supt.
113 East Saginaw Street
St. Louis, Michigan 48880

324. Mr. Robert Norfleet
Compumatics Ed. Services, Inc.
327 La Salle Street
Chicago, Illinois 60604

325. Mr. Harry W. Norris, Supt.
Windham N.E. Supervisory Union
Bellows Falls, Vermont 05101

326. Dr. Stewart North
College of Education
University of Houston
Houston, Texas

327. Mr. James C. Northrop
Asst. Director, P.K. Yonge
University of Florida
Gainesville, Florida

328. Dr. Daniel O'Connor
Vermont Dept. of Education
Montpelier, Vermont

329. Mr. Alan O'Dell
Becky-David School
1155 Jung Station Road
St. Charles, Missouri 63301

330. Dr. William Odell, Professor
Stanford School of Education
Stanford, California 94305

331. Mr. John Ondriezek
P.O. Box 452
Latrobe, Pennsylvania 15650

332. Mr. Albert B. Osborne
106 South Main Street
Clyde, Ohio 43410

333. Mr. Marvin J. Overweg, Supt.
Hudsonville Public Schools
Hudsonville, Michigan 49426

334. Mr. Pat Page, Research Director
Valley View School District #96
590 Belmont Drive
Lockport, Illinois 60441

335. Miss Florence Panattoni
Curriculum Coordinator
Northville Public Schools
Northville, Michigan 48167

336. Mr. Robert H. Pankonin, Staff Dir.
Capitol Square Building, Room 603
550 Cedar Avenue
St. Paul, Minnesota 55101

337. Mr. John Parfitt, Superintendent
Breckenridge Community Schools
700 Wright Street
Breckenridge, Michigan 48615

338. Dr. C. J. Patterson, Director
The American School Foundation, A.C.
Tacabaya, Mexico 18, D.F. Mexico

339. Mrs. Dazimae R. Paul
326 North Ninth Street
Sunbury, Pennsylvania 17801

340. Mr. Charles W. Pelham, Supt.
Byron Area Schools
312 West Maple Avenue
Byron, Michigan 48148

341. Dr. F. L. Penn
Bower at Moffett
Pittsburgh, Pennsylvania 15243

342. Mr. Glenn H. Penner, Admin. Asst.
Saskatoon Public Schools
405 Third Avenue, S.
Saskatoon, Saskatchewan, Canada

343. Mrs. Elnora Pepper
Public Information Director
Wood County Schools
1210 Thirteenth Street
Parkersburg, West Virginia 26101

344. Mr. Ione L. Perry, Assoc.
Program Development
Flirida State Dept. of Education
Tallahassee, Florida 32304

345. Mr. Allan J. Petersdorf, Asst. Superintendent
Instructional Services
Hayward Unifed School District
P.O. Box 5000
Hayward, California 94544

346. Mr. John H. Peterson, C.L.U.
District Agent
The Northwestern Mutual Life Insurance Company
134 West University Drive
Suite 112
Rochester, Michigan 48063

347. Mrs. Julie Pettigrew
Guidance Counselor
Nova High School
Fort Lauderdale, Florida

348. Mr. Edson Phelps, Supt.
Rutland Supervisory Union
Poultney, Vermont 05764

349. Mr. H. E. Phillips, Director
Division of School Admin.
Texas Education Agency
Austin, Texas 78711

350. Mr. Larry N. Pineo
State Dept. of Education
Augusta, Maine

351. Dr. Edward C. Pino
Cherry Creek School District
4700 South Yosemite Street
Englewood, Colorado 80110

352. Mr. Karl Plank
R.R. 2, Box 104
Bloomington, Indiana 47401

353. Dr. O. L. Plucker, Superintendent
Kansas City Public Schools
625 Minnesota
Kansas City, Kansas

354. Mr. Gabriel F. Ponte
Wappingers Central School District #1
Wappingers Falls, New York 12590

355. Dr. Poor
Professor of Education
Central Michigan University
Mt. Pleasant, Michigan 48858

356. Mr. Robert W. Popp
1023 Wallace Drive
San Jose, California 95120

357. Mr. Gerald R. Porter
43643 Deborah
Sterling Heights, Michigan 48078

358. Mr. Cary Potter, President
National Association of Independent Schools
4 Liberty Square
Boston, Massachusetts

359. Dr. Randall Powers, Dean
School of Education
University of Louisville
Louisville, Kentucky 40208

360. Dr. Dan Predovich, Superintendent
Poway Unified School District
13626 Twin Peaks Road
Poway, California 92064

361. Mr. Edwin E. Prible, Superintendent
M.S.D. Bluffton-Harrison
516 West Washington Street
Bluffton, Indiana 46711

362. Mr. John Price
Freeport School District #145
1205 South Chicago Avenue
Freeport, Illinois 61032

363. Mr. J. W. Prithard
Des Moines Public Schools
Dept. of Educational
Research and Testing
1800 Grand Avenue
Des Moines, Iowa 50307

364. Mr. Charles M. Proctor, Jr.
Director of Staff Development
Montgomery County Public Schools
850 North Washington Street
Rockville, Maryland 20850

365. Mr. S. M. Prosser, Principal
Decatur High School
320 North McDonough Street
Decatur, Georgia 30229

366. Mr. Bruce Pulsifer, Supt.
Brattleboro Public Schools
Brattleboro, Vermont 05301

367. Mrs. Jean Purvis
Board of Education
Butler Area School District
515 West McKean Street
Butler, Pennsylvania 16001

368. Dr. Quick
Director of Student Teaching
Central Michigan University
Mt. Pleasant, Michigan 48858

369. Mr. Thomas J. Quinlan, Asst.
Principal
Wheaton North High School
Papworth & Thomas Streets
Wheaton, Illinois 60187

370. Mr. Robert N. Radunzel, Asst. Supt.
Greenville Public Schools
Greenville, Michigan 48838

371. Mr. Paul C. Raffensperger
Education Evaluation Advisor
Bureau of Curriculum Development
and Evaluation
Box 911, Education Building
Harrisburg, Pennsylvania 17126

372. Mr. Robert Ramlett
30500 Van Dyke
Warren, Michigan 48093
c/o Metropolitan Chamber of Commerce

373. Mr. A. C. Ramsey
3700 Seventh Avenue
Atloona, Pennsylvania 16602

374. Mr. T. Subba Rao
1505 S Street, Apt. #1
Lincoln, Nebraska 68508

375. Mr. Frank Ready, Acting Director
Elementary and Secondary Education
New Mexico Department of
Public Instruction
Capitol Building
Santa Fe, New Mexico 87501

376. Mr. Billy R. Reagan, Superintendent
Northeast Independent School District
10414 Sommers Drive
San Antonio, Texas 78212

377. Mr. J. L. Reed
Central High School
Cheyenne, Wyoming

378. Mr. Robert G. Reid, Superintendent
Romeo Community Schools
297 Prospect Street
Romeo, Michigan 48065

379. Mrs. Robert Reynolds, President
Pennsylvania Congress of
Parents and Teachers
630 Lincoln Avenue
Williamsport, Pennsylvania 17701

380. Dr. Ernest T. Rice, Asst. Director
College Services
Research-Learning Center
Clarion State College
Clarion, Pennsylvania 16214

381. Mrs. Harold Richter
11400 South Hamburg Road
Hambur, Michigan 48139

382. Mr. Chet Riley, Exec. Assistant
to Commissioner
Colorado State Dept. of Education
Denver, Colorado 80203

383. Mrs. Dain Riley, President
Jefferson County Council of PTA
7801 Canna Drive
Louisville, Kentucky 40258

384. Mary Ellen Riordan, President
The Detroit Federation of Teachers
Local 231
7451 Third Avenue
Detroit, Michigan 48202

385. Mr. B. M. Robbins
Dupre Drive
Spartansburg, South Carolina

386. Mr. Joseph P. Roberts
Supervisor of Research
State Dept. of Education
Richmond, Virginia

387. Mr. Glen Robinson, Director
Research Division
National Education Assn.
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

388. Mr. William P. Robinson, Jr.
Director, State Agency for
Elementary and Secondary Education
Hayes Street
Providence, Rhode Island 02908

389. Mr. John S. Rode
360 Spring Lane
King of Prussia, Pennsylvania

390. Mr. William H. Rodgers, Principal
1433 Orchardview Drive
Pittsburgh, Pennsylvania 15220

391. Brother Charles Roe, E.S.C.
De La Salle Institute
3455 South Wabash Avenue
Chicago, Illinois 60616

392. Mr. Crosby U. Rogers
355 Silver Hill Road
Easton, Connecticut 06612

393. Dr. Richard Romoser
Clarion State College
Clarion, Pennsylvania 16214

394. Mrs. Rosenburg
2470 Thorndyke
Southfield, Michigan 48075

395. Mr. Maurice J. Ross, Assoc.
Commissioner, Admin. Services
State Dept. of Education
P.O. Box 2219
Hartford, Connecticut 06115

396. Dr. Samuel Ross, Jr., Headmaster
Green Chimneys School
Brewster, New York 10509

397. Mr. Martin Rubinstein, Project
Manager, Quinmester Program
Division of Instruction
Dade County Public Schools
1410 N.E. Second Avenue
Miami, Florida 33132

398. Mr. J. J. Samalik
11160 Orchard Road
Essexville, Michigan 48732

399. Mr. James H. Sandlin
Legislative Research Commission
Frankfort, Kentucky 40601

400. Mr. Charles Sandmann, Administrator
Educational Planning Section
Oklahoma Department of
Public Instruction
310 Will Rogers Building
Okalhoma City, Oklahoma 73105

401. Mr. Theodore D. Sargen, Supt.
St. Johnsbury Public Schools
26 Western Avenue
St. Johnsbury, Vermont 05619

402. Mr. Wilbur Sarvis
1412 Coe Avenue
Clyde, Ohio

403. Mr. Lafayette L. Saucier, Supt.
Winooski Public Schools
Winooski, Vermont 05404

404. Mr. Anthony W. Scala, Ed. D.
St. John's University
Grand Central & Utopia Parkways
Jamaica, New York

405. Reverend C. William Schiphorst,
Minister
Hurstbourne Christian Church
Louisville, Kentucky

406. Mr. Morris E. Schmoll, Supt.
Rutland-Windsor Supervisory Union
Ludlow, Vermont 05419

407. Mr. Harold E. Schnell
Board of Education
430 South Peace Avenue
West Carrollton, Ohio

408. Mr. Dough Schoonover
East Stroudsburg High School
East Stroudsburg, Pennsylvania

409. Mr. Noel L. Schroeder
Alexandria Public Schools
Central Building
Alexandria, Minnesota 56308

410. Mr. Everett Seaman
North Olmsted City School
North Olmsted, Ohio

411. Mrs. Euneta Shadburn
DeKalb County Board of Education
Department of Education
Room #801
Decatur, Georgia

412. Mr. R. K. Shafer
3330 Hulmeville Road
Cornwell Heights, Pa. 19020

413. Esther Shaffer, Asst. Principal
123 Woodland Road
Butler, Pennsylvania 16001

414. Dr. James F. Shankweiler, Supt.
Chichester School District
3333 Chichester Avenue
Boothwyn, Pennsylvania 19061

415. Mr. Clifford F. Shenk
Assistant Commissioner
State Dept. of Education
120 East Tenth Street
Topeka, Kansas 66612

416. Mr. Foster Shibles, Admin. Asst.
Chohassette Public Schools
Cohassette, Massachusetts 02025

417. Mr. R. L. Shimer
522 Gennessee, N.E.
Warren, Ohio 44483

418. Mr. Thomas R. Shortelle, Chairman
Selectment Study Committee
8 Raymond Drive
Dalton, Massachusetts 01226

419. Dr. James Showkier
Assoc. Professor of
Educational Administration
Miami University
Oxford, Ohio

420. Gwen Shufelt, Curriculum Consultant
Fulton County School System
100 Mitchell Street, S.W.
Atlanta, Georgia 30303

421. Maureen Sie
BSSCP
Chester & Merrill Roads
Birmingham, Michigan 48012

422. Mr. Edward Sillari, Supt.
Mill Ridge
Danbury, Connecticut

423. Ella Simmons
City of Harrisburg School District
1201 North Sixth Street
Harrisburg, Pennsylvania 17105

424. Mr. Jim Simpson, Research Specialist
S.E. Educational Service Center
208 East Thirteenth Street
Souix Falls, South Dakota 57102

425. Mr. Arthur Sinclair, Admn. Asst.
Plum Borough
195 Francis Road
Pittsburgh, Pennsylvania 15239

426. Dr. Titus Singletary, Assoc.
State Superintendent of Schools
State Dept. of Education
239 Office Building
Atlanta, Georgia 30334

427. Mr. John E. Sissick
Hoptacong High School
Box 37
Hoptacong, New Jersey 07843

428. Mrs. J. T. Smeltzer
279 Alameda Avenue
Youngstown, Ohio

429. Mr. Harry L. Skalsky, Supt.
Bradley-Bourbonnais High School
District #307
North and Central Streets
Bradley, Illinois 60915

430. Mr. George Slick
Tredyffrin-East Town
School District
Berwyn, Pennsylvania 19312

431. Mr. John Sloan
Connellsville Area School District
Connellsville, Pennsylvania

432. Mr. Joseph Smice, Admn. Asst.
Community Unit School #300
300 Cleveland Avenue
Carpentersville, Illinois 60110

433. Mr. Ed Smith
L'Anse Cruse High School
38495 L'Anse Cruse
Mt. Clemens, Michigan 48043

434. Mr. John Blackwell, Supt.
Birmingham Public Schools
Chester & Merrill Streets
Birmingham, Michigan 48102

435. Mrs. Mary Elizabeth Smith
Box 310
Gettysburgh, Pennsylvania 17325

436. Mrs. Mary Jane Smith
Cedarbrook Hill, Apt. 701
Wyncote, Pennsylvania 19095

437. Dr. Paul E. Smith
Boulder Valley School District
P.O. Box 186
Boulder, Colorado 80202

438. Mr. Warren C. Smith, Director
Nova Schools
Fort Lauderdale, Florida

439. Mr. William H. Smith
213 Woodland Road
Butler, Pennsylvania 16001

440. Mr. Jimi J. Somalik
1168 Orchard Road
Essexville, Michigan 48732

441. Miss Donna Smouse
Luthersburg Elementary School
DuBois Area Schools
DeBois, Pennsylvania

442. Mr. Lawrence G. Snops
Lakewood Local Schools
Route 1, Box 178
Hebron, Ohio 43025

443. Mr. Henry Snyder
Golden Valley Middle School
4300 Elmwood Avenue
Golden Valley, Minnesota 55442

444. Mr. LaVern South
State Dept. of Education
Board of Water and Light Bldg.
West Ottawa Street
Lansing, Michigan 48902

445. Mr. Paul L. Southerland, Supt.
Hale Area Schools
Hale, Michigan 48739

446. Mr. Raymond E. Spear
Board of Education
Northville Public Schools
303 West Main Street
Northville, Michigan

447. Mr. Robert A. Spicer
Locking Valley School District
Route 7
Newark, Ohio 43055

448. Mr. Bradley Stanton
Canandaigua City School District
West Gibson Street
Canandaigua, New York 14424

449. Mrs. Constance Stapleton
Route 1, Box 109A
Middletown, Maryland 21769

450. Mr. Leland B. Stedge
Edwin Gould Foundation for
Children
109 East 21st Street
New York, New York 10016

451. Mr. Robert P. Stenzhorn, Director
of Federal Programs
School Administration Building
Princess Ann Station
P.O. Box 6038
Virginia Beach, Virginia 23456

452. Mr. Dan Sullivan
Mental Retardation Center
4001 Garfield Road
Mt. Clemens, Michigan 48902

453. Mr. Robert Sternberg
State Dept. of Education
Board of Water and Light Bldg.
West Ottawa Street
Lansing, Michigan 48902

454. Mr. Frank O. Stiles. Acting Superintendent
Rutland Central Supervisory Union
Rutland, Vermont 05701

455. Mr. Robert E. Stillwagon, Admn. Asst., Bureau of Curriculum Development and Evaluation
Pennsylvania Dept. of Education
Harrisburg, Pennsylvania 17126

456. Mr. Ernest Stone, State Supt. of Education
State Dept. of Education
Montgomery, Alabama 36104

457. Dr. Roland S. Strolle, Dean
School of Graduate Studies
Northern Michigan University
Marquette, Michigan 49855

458. Mr. George M. Sullivan
Office of the Mayor
City Hall Annex
P.O. Box 400
Anchorage, Alaska 99501

459. Mr. Curtis R. Swaim, Assoc. Commissioner for Instructional Services
Arkansas Dept. of Education
Little Rock, Arkansas 72201

460. Mr. Walter D. Talbot
State Supt. of Public Instruction
136 East South Temple Street
Salt Lake City, Utah 84111

461. Mr. Harold E. Telfer, Chairman
Dept. of Secondary Education
Central Michigan University
Mt. Pleasant, Michigan 48858

462. Mr. Richard G. Tennessen
Deputy Supt., Educational Plans Research and Communications
Department of Education
Agana, Guam 96910

463. Mrs. Alice TerHaar
PSEA, Dept. of Pupil Services
415 Rose Valley Road
Southhampton, Pennsylvania 18966

464. Mr. Byron Thomas
Box 14, Route 1
Bennet, Iowa 52721

465. Mr. H. A. Thompson
P.O. Box 186
Warren, Pennsylvania 16365

466. Mr. Robert L. Thomas, Deputy Commissioner
Department of Education
Alaska Office Building
Pouch F
Juneau, Alaska 99801

467. Mr. Robert Thomas
386 Wyoming Avenue
Kingston, Pennsylvania 18704

468. Ruby M. Thompson, Supervisor
Finance and Statistics
Board of Education
Woolfolk Building
Box 771
Jackson, Mississippi 39205

469. Dr. Arnold Tjomsland
Professor of Educational Admn.
Washington State University
Pullman, Washington

470. Mr. and Mrs. Robert Toles
3641 Wright
Troy, Michigan 48084

471. Mr. Norman F. Torrison
12910 27th Avenue, N.
Minneapolis, Minnesota 55427

472. Betty Trent
50591 Mile End
Utica, Michigan 48087

473. Mr. David Tressler
Butler Area School District
167 New Castle Road
Butler, Pennsylvania

474. Mr. Douglas Troutman
88 Hope Street
Stanford, Connecticut 06906

475. Mr. Julius Truelson, Supt.
Fort Worth Independent
School District
Fort Worth, Texas

476. Tasi Tuato'o
Director of Elem. Education
American Samoa

477. Mrs. Roberta Tully, Chairman
Board of Education
8605 Cool Brook Court
Louisbille, Kentucky

478. Mrs. Agnes Turnblacer
Butler Area School District
167 New castle Road
Butler, Pennsylvania

479. Ruth L. turunen, Asst. Supt.
15700 East Nine Mile Road
East Detroit, Michigan 48201

480. Mrs. Bonnie Ulrich, Head
Librarian
Lakeview High School
21100 Eleven Mile Road
St. Clair Shores, Michigan 48081

481. Mr. Albert Unger, Asst. Director
for Legislative Services
Education Building
Harrisburg, Pennsylvania 17126

482. Mr. Lu Ouida Vinson, Exec.
Secretary
American Assn. of School Librarians
50 East Huron Street
Chicago, Illinois 60611

483. Mr. Harry Vandergriff, Supt.
Fayetteville Public Schools
Fayetteville, Arkansas 72701

484. Mr. Richard Van Hoose, Supt.
3332 Newburg Road
Jefferson County Public Schools
Louisville, Kentucky 40218

485. Mr. Steve Vargo
Columbus Schools
Dept. of Evaluations & Studies
52 Starling
Columbus, Ohio 43215

486. Mr. Sherrell Varner, Research
Asst., Research Division
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

487. Mr. A. Donald Vaugh
Centennial Schools
Warminster, Pennsylvania 18974

488. Mr. Ed Vause, Exec. Vice President
Charles F. Kettering Foundation
5335 Far Hills Avenue
Dayton, Ohio 45429

489. Mr. Ralph Veights, Chairman
Social Studies Department
5036 Clifton Drive
Aliquippa, Pennsylvania

490. Mr. Jack Vincent, Asst. Supt.
Vassor Public Schools
Vassor, Michigan

491. Mr. Robert J. Wagner
Box 170, R.D. 1
Greensburg, Pennsylvania

492. Mr. Del Walker
Jefferson County School District
809 Quail Street
Lakewood, Colorado 80215

493. Dr. Newman Walker, Superintendent
Louisville Public Schools
Louisville, Kentucky

494. Mrs. Waive Westfield, Asst.
Superintendent of Curriculum
Harper Creek Community Schools
835 Golden Avenue
Battle Creek, Michigan 49015

495. Mr. Loren A. Wann, Field Representative
Division of Public School Administration
State Dept. of Education
721 Capitol Mall
Sacramento, California 95814

496. Mr. Travis Weatherly, Director
DeKalb Area Technical School
495 North Indian Creek Drive
Clarston, Georgia 30021

497. Mr. T. B. Webb, Asst. Commissioner
Finance and Admn. Services
Tennessee Dept. of Education
Cordell Hull Building
Nashville, Texas 78711

498. Mr. Ona Weeks, Superintendent
Edwardsburg Public Schools
Edwardsburg, Michigan 49112

499. Mr. Roy A. Wehmhoefer, Asst. Superintendent
Placement and Certification
Room 407
Clark & Washington Streets
Chicago, Illinois 60602

500. Mr. R. Dale Weiznecker
Asst. Supt. for Instruction
Brevard County, Florida

501. Mr. William B. Wells, Principal
Robbins Lane School
Robbins Lane
Syosset, New York 11791

502. Mr. Carl F. Welch, Superintendent
Reynolds School District
531 Reynolds Road
Greenville, Pennsylvania

503. Mr. William Wenk, Asst. Dir.
Division of Planning and EDC
501 Education Building
Harrisburg, Pennsylvania 17126

504. Mr. Linford Werkheiser
Tredyffrin-East Town School
Bersyn, Pennsylvania 19312

505. Mr. Donald J. West
3536 Brant Court
Toledo, Ohio 43623

506. Mr. Theodore R. Whalen, Supt.
Waterbury Public Schools
Waterbury, Vermont 05676

507. Mr. Ray Whitcomb, Supt.
Swanton Public Schools
Swanton, Vermont 05488

508. Mr. Robert Whitsitt
Edwin Gould Foundation for Children
109 East 31st Street
New York, New Uork 10016

509. Dr. Waune H. White, Supt.
Brevard County Board of Public Instruction
3205 Washington Avenue
Titusville, Florida 32780

510. Mr. Varl Wildinson, Supt.
Portage Public School System
Portage, Michigan 49081

511. Mr. David Willey, Supt.
Franklin McKiney School District
400 Tully Road
San Jose, California 95112

512. Mr. Delos D. Williams Director
School Auxiliary Services
Oregon Board of Education
942 Lancaster Drive, N.E.
Salem, Oregon 97310

513. Mr. Mel Williams
Edwin Gould Foundation for Children
109 East 31st Street
New York, New York 10016

514. Mr. Robert H. Williams
Director of Elementary Education
Hayward Unified School District
P.O. Box 5000
Hayward, California 94544

515. Mr. Williams Warren, Exec. Director
Waterford Education Association
3513 Elizabeth Lake Road
Pontiac, Michigan 48054

516. Mr. H. Stanley Wills
Director of Basic Education
Pennsylvania State Ed. Assn.
400 North Third Stret, Box 1724
Harrisburg, Pennsylvania 17105

517. Dr. Charles Wilson, Supervising Principal
Kutztown Area Schools
Kutztown, Pennsylvania

518. Mr. Ronald G. Wiltse, Supt.
Marysville Public Schools
1325 Michigan Avenue
Marysville, Michigan 48040

519. Mr. Wilmer Wise, Director
of Research
Dept. of Public Instruction
P.O. Box 697
Dover, Delaware 19901

520. Mr. Edwin Wolf
Marietta High School
121 Winn Street
Marietta, Georgia 30060

521. Mr. Russell G. Wolff, Supt.
Eaton Intermediate School District
245 South Cochran Avenue
Charlotte, Michigan 48813

522. Dr. Lorne Wollatt
Associate Commissioner
New York State Education Dept.
Albany, New York 12224

523. Mr. Richard G. Woodward,
Admin. Asst. to Superintendent
Hartford Board of Education
Administrative Offices
249 High Street
Hartford, Connecticut 06103

524. Mr. Duane E. Work, Director
Special Programs
431 Stow Street
Guyahoga Falls, Ohio

525. Mr. Wayne Worner, Supt.
Grand Forks Public Schools
P.O. Box 1358
Grand Forks, North Dakota 58201

526. Mrs. Patricia G. Wunnicke,
Coordinator, Information Division
Wyoming Dept. of Education
Capitol Building
Cheyenne, Wyoming 82001

527. Dr. Yantis
Assoc. Professor of Education
Central Michigan University
Mt. Pleasant, Michigan 48858

528. Mr. Charles R. Young, Supt.
School District 35
999 Green Bay Road
Glencoe, Illinois 60022

529. Mr. Robert O. Young, Superintendent
Freeland Community Schools
710 Powley Street
Freeland, Michigan 48623

530. Dr. Arnold Zaeske
Clarion State College
Clarion, Pennsylvania 16214

531. Mr. Richard F. Zani, Supt.
Rutland Central District
Proctor, Vermont

532. Mr. Victor V. Zike, Asst. Director
of Instruction, Secondary
Penn Hills School District
12200 Garland Drive
Pittsburgh, Pennsylvania 15235

533. Mr. J. Harold Zook
Sounderton Area School District
41 North School Lane
Sounderton, Pennsylvania 18964

534. Mr. Martin Rubinstein
Dade County Public Schools
1410 N. E. Second Avenue
Miami, Florida 33132

535. Mr. Ned S. Hubbell
Public Relations Counselor
1918 Pine Grove Avenue
Port Huron, MI 48060

536. Dr. Robert Oana, Chairman
Elem. Education Department
Roe Hall
Central Michigan Univ.
Mt. Pleasant, MI 48858

537. Mr. John Currie, Director
Bedford Public Schools
8285 Jackman
Temperance, MI 48182

538. Mrs. Beverly Lydiard
Dept. of Education
182 Tremont Street
Boston, Mass. 02111

539. Mr. Pat Doyle
811 So Brown
Mt. Pleasant, MI 48858

540. Lucien E. Lambert, Ass. Prin.
Champlain Valley Union H.S.
Hinesburg, Vermont 05481

541. Leonard E. Larsen
Marysville Uoint Unified Sch.
504 J Street Del Monte Square
Marysville, Calif. 95901

542. Mr. Robert Poduda
525 Coutant
Flushing, MI 48433

543. Mr. Franklin Gualt, Supt.
Board of Ed., Office of Clerk
North Fork Local School Distr.
Utica, Ohio 43080

544. Mr. Thomas E. Putnam
Educational Consultant
P.O. Box 14
Melbourne, Florida 37901

545. Mr. Frank B. Brown, Director
I/D/E/A
P. O. Box 446
Melbourne, Florida 32901

546. Mr. Alvin F. Coleman
Administrative Assistant
Annville, Cleona Sch. District
Annville, Penn. 17003

547. Mr. Bruce Campbell
Urban Schools Development Council
1000 Spruce Street
Trenton, N.J. 08638

548. Rose M. Costo
Bureau of Curriculum Innovation
182 Tremont Street
Boston, Mass. 02111

549. Merrill Redemer
Springfield Public Schools
420 South Seventh Street
Springfield, Ill. 62701

550. Mr. Henry G. Hollingsworth, Jr.
State Dept. of Education
915 Rutledge Building
Columbia, S.C. 29201

551. Noel L. Schroeder
Alexandria Public Schools
Central Building
Alexandria, Minn. 56308

552. Mr. C. L. Sheffer
660 Southcrest Court
Pittsburg, Penn. 15226
c/o Brookline Area Comm. Council

553. Mrs. Howard Lewis
8653 Headley
Sterling Heights, MI 48078

554. Mr. George M. Jensen, Chairman
National Sch. Calendar Committee
P. O. Box 38
Horse Shoe, N. Carolina 28742

555. Mr. Raymond G. Arveson, Supt.
Hayward Unified School District
P. O. Box 5000
Hayward, Calif. 94544

556. Mary Ann Allen
Madison Public Schools
545 W. Daytona
Madison, Wisconsin 53703

557. B. C. Snowbarger
Portland Public Schools
631 N.E. Clackamas Street
Portland, Oregon 97208

558. Mr. Robert W. Scott
Kennett Elem. Sch. of the Kennett
Consol. School District
Kennett Square, Penn. 19348

559. A. E. Greer
Supt. of Schools
Bridgeport Public Schools
Bridgeport, Texas 76026

560. Solomon S. Lichter, Jr.
1020 North Shore Drive
Miami Beach, Florida 33100

561. Mr. E. S. Chew
5542 Scranton
Denver, Colorado 80239

562. Dr. Kirsch, Ass. Supt.
Culver City Unified Sch. District
4034 Irving Place
Culver City, Calif. 90230

563. Mr. Charles Dalton
Board of Ed. Distr. No. 109
Cook County
80th Street & 82nd Avenue
Justice, Ill. 60458

564. Mr. William H. Reed
Ass. Coordinator Field Service
University of Conn.
Storrs, Conn. 06268

565. Christina Partridge
135 Catherine
Apt. 203
Kalamazoo, MI 49007

566. Mrs. Helen Groff
Education Improvement Center
P.O. Box 426
Pitmon, N.J. 08701

567. Mr. Robert E. Heck
Board of Public Instruction
Collier County
Naples, Florida 33940

568. Desert Sands United Sch. District
83-049 Avenue 46
Indio, California 92201

569. Gerald W. Giles
Westside Community Schools
87th and Pacific
Omaha, Nebraska 68114

570. Dan Kulbarsh
Highland Lake Schools
Winstead, Conn. 06098

571. Ronald Hughes
Fraser Board of Education
33466 Garfield
Fraser, MI 48026

572. Leonard Garber
Consultant for Secondary Education
State of Conn.
State Department of Education
Hartford, Conn. 06115

573. Edward L. White
Superintendent of Schools
Supervisory Union No. 29
Keene, N. H. 03431

574. Brook J. Peterson
Waconia Public School
Independent School District No. 110
Waconia, Minnesota 55387

575. Dr. Ken Olsen
Superintendent of Schools
Okemos Public Schools
Okemos, MI 48864

576. Larry Timm
Waterford Mott High School
1151 Seattle Road
Pontiac, MI 48054

577. Mrs. Jean Woytek
921 W. 100th Avenue
Denver, Colorado 80221

APPENDIX K

A. E.P.I.C. Examples of New Term Labels and Course Descriptions Now in Actual Usage

E.P.I.C. (Elective Program in Communications) is the name of Utica High School's new English curriculum, grades 10-12. It is different from most other English programs in many ways, but still stresses the important skills necessary to a good program: reading, writing, thinking, listening and speaking. The program has been designed by the High School English Department specifically to meet the needs of Utica's students, whether they are going on to college or on to employment.

INTRODUCTION

In the fall of 1969, the English Departments of Stevenson and Utica High Schools reviewed the present English curriculum and recommended a reorganization of the program. After considerable study, a multi-level elective English program of ten-week terminal courses was adopted. Studies by the National Council of Teachers of English show that no particular textbook is ideally suited to the needs of all students, or that there is any valid reason for age groupings. The proposed revision is designed to address itself to the findings of these studies.

The new curriculum will consist of eighty-five courses, at varying levels of difficulty, from which each student will elect those that best meet his aptitudes, abilities, interests and needs. The new E.P.I.C. curriculum (Elective Program in Communications) will assure that Utica's college-bound graduates will be able to compete with other high school graduates and that employment-bound students' needs will be met.

Examples of term labels and term course descriptions follow to explain the types of new classes available to students in our Language Arts program.

To The Student:

Epic (Elective Program in Communications) is the name of Utica Community Schools' new English curriculum. It is different from most other English programs in many ways, but still stresses the important skills necessary to a good program: Reading, Writing, Thinking, Listening and Speaking. The program has been designed by the high school English Departments specifically to meet the needs of the students, whether they are going on to college or on to employment.

You will be asked to choose four courses that you would like to take each semester. Your choices must be listed in order of preference. Insofar as possible your assignment to a class will be based on your order of preference.

Accompanying each course description is a number indicating the level of performance required to succeed in that class.

Level 3: Is designed for students who need work in the language skills. You will work on improving and polishing reading and writing skills. Activities will focus on organizing thoughts and comparing and contrasting ideas.

Level 4: Courses require good reading and comprehension as well as the ability to organize thoughts into well spoken or written compositions. Interpretation and analysis of materials will be stressed.

Level 5: Is the most challenging. Students should read and write very well and be able to move at a rapid pace. They should be capable of some independent research and able to cope with abstract ideas.

It is very important that you carefully consider your abilities and interests before you make your choices. You will have time to consult with your present English teacher about your elections.

You should also talk with your parents. To make EPIC a success you must select courses that are interesting and challenging enough to meet your needs. If you deliberately choose courses that are too hard or too easy, you will probably be unhappy. Listen to the advice of your counselor, English teacher and parents.

COURSE NO.	COURSE	LEVEL
001	Basic Writing Skills	3-4
002	Composition	4
003	Creative Writing	4-5
004	Technical Writing	4
005	Improving Reading Skills	3-5
006	Independent Study	5
007	Introduction to Criticism	5
008	Usage and Vocabulary Building	3-4
009	Grammar for the College Bound	4-5
010	Mythology	4-5
011	Bible as Literature	4-5
012	The Greek Mind	5
013	Eastern Literature	4-5
014	Russian Literature	4-5
015	German Literature	4-5
016	French Literature	4-5
*017	Italian Literature	4-5
018	Modern European Drama	4-5
019	Modern European Short Story	4-5
020	Quest for Identity	3-4
021	The Nonconformist in Literature	3-4
022	The World of the Fantastic	3-4
023	Good and Evil	4-5
024	Innocence vs Experience	3-4
025	Endurance and Survival	3-4
026	Science Fiction	4
027	Lives and Viewpoints	4-5
028	Essays on the Contemporary Scene	4-5
*029	Mystery and Detective	3
030	19th Century American Authors	4
031	Afro-American Literature	3-4
032	Modern American Short Story	4
033	Modern American Novel	4-5
034	American Humorists	3-4
035	American Character & Changing Hero	4
036	Modern American Poetry	4-5
037	Modern American Drama	4
*038	Chaucer and Medieval Literature	4-5
039	Shakespeare I	3-4
040	Shakespeare II	5
041	19th Century British Writers	4-5
042	Modern British Novel	4-5
043	Modern British Poetry	4-5

*Denotes shortened seven week courses to be offered at vacation periods.

COURSE NO.	COURSE	LEVEL
044	Modern Biography	3-4
045	Literature of the Generation	3
046	Folk Rock Lyric	3-4
047	Read a Movie	3-4
048	Mass Media	3-4
049	Pictography: Audio-Visual in Communication	3-5

*ADDITIONAL LANGUAGE ARTS COURSES OFFERED ARE:

(Semester)	Speech I (Fundamentals of Speech)
(Semester)	Speech II
(Semester)	Debate
(Semester)	Forensics
(Semester)	Drama I
(Semester)	Drama II
(Semester)	Journalism I
(Semester)	Journalism II
(Year)	Yearbook
(Year)	Newspaper

*These above listed courses may be elected in addition to the Epic Program courses.

001 Basic Writing Skills 3-4

Has writing always been a problem for you? When a writing assignment is given, do you spend most of your time trying to think of something to write about? Do you have doubts about the importance or interest of what you have to say? These questions bother most inexperienced writers, and this course is designed to help you overcome these problems. The emphasis will be to settle on attitudes toward writing and to sketch out a strategy to get the writing done with clarity and correctness of expression.

Materials for this class are from the contemporary media of photography, painting, cartoons, and architecture. The emphasis will be on the writer and his audience and the writer's purpose. Students will have writing experiences which involve the techniques and thought processes that can help them communicate with just about anyone.

002 Composition 4

Here is a class which will give you the opportunity to express your thoughts in paragraphs of description, narration, and exposition. Also, it will emphasize the refinement of skills in (1) the writing of critical, argumentative, and explanatory material and (2) the techniques of research. The student will learn to select, evaluate, and analyze facts and details, to discipline his habits of thought and work, and, most important to think: to create a new angle of vision. No longer should the research paper be a "nightmare," but rather a well-balanced, adequate exposition of a carefully selected topic.

003 Creative Writing 4-5

This course is designed for the student who is interested in studying the basic techniques of imaginative writing, especially short story and poetry. It concentrates on studying the various facets of short story and poetry. The emphasis in short story is placed on how to create characters, setting, and dialogue; how to develop plot; and where to look for ideas. The emphasis in poetry is on studying poetic forms and analyzing the techniques of writing good poetry. The student will be required to write either short story or poetry form, applying the techniques learned. Concentration will be on developing the student's skill and style with leeway for the individual's preference and creative talent.

004 Technical Writing 4

The course is designed to introduce the fundamentals of technical writing in the areas of business correspondence, report writing, promotional writing, industrial writing, technical journalism, and special projects writing. After an introduction to the basic aims and elements of technical writing, the student will study and produce examples of the specialities mentioned above.

005 Improving Reading Skills 3-5

Growth in reading begins with understanding the types of reading and developing your skills by practice with them. You will build vocabulary skills and be introduced to methods of studying assignments and improving your listening habits. A pretest in reading will be given initially to determine your reading level.

006 Independent Study 5

This course provides an opportunity for students to study an area of interest to them providing it involves reading and writing. It is advisable for the student to elect a learning project in an area which otherwise might not be available to him. The class is offered for the student who is capable of and interested in pursuing learning on his own and in his own way.

007 Introduction to Criticism 5

Criticism introduces the student to the nature of critical theory so that orderly analysis and evaluation will make works of literature meaningful. The course is designed to sharpen the student's ability to evaluate the logic, validity, and techniques employed by various writers. Ideally, the student should become his own questioner--the critic--as he asks questions and seeks and tests answers to strengthen and deepen his appreciation of literature.

008 Usage and Vocabulary Building 3-4

This course is for the student who wishes to improve his vocabulary and his knowledge of the rules of standard English. This class is designed for the student who is prone to making errors in spelling, punctuation, and sentence completeness and has an inability to get his thoughts into words. It will also make the student more conscious of the options the writer has in choosing his words and the subtle distinction in meanings. The levels of vocabulary are examined as well as the ways language changes.

009 Grammar for the College Bound 4-5

Instruction will emphasize errors in sentence structure as problems in the thinking processes, rather than as subjects for grammatical analysis, and will be based upon actual errors in the student's writings. The study of grammar and usage will lead students to perceive the essential relationships between form of expression and power of idea. This course is concerned with the "craft" of composition; namely, grammar as a tool to convey meaning and practical application of unity, coherence, and effectiveness.

010 Mythology 4-5

Do you believe that Atlas really supports the world on his shoulders, that Pandora was responsible for the world's evils, or that there really was a Trojan horse? The study of mythology will include an analysis of the ancient myths of the Greek and Romans as well as the influences that they have had upon literature and language to the present day. Also, it will provide a contrast between the Far Eastern myths and epics, which still form the bases of Eastern thought, and the explanatory myths of the Germans and Norsemen, the latter being epitomized by their monster-slaying hero Beowulf.

011 The Bible as Literature 4-5

This is not a study of religion, so the student needs no particular religious background. Emphasis will be placed on the Biblical history of the Jews, the poetry of the Bible, key characters such as Adam, Abraham, and Moses, and the following themes: The good man in relation to his times, Justice, and Wisdom. Biblical influences will also be traced in later literature. Students will read independently and do some critical analysis of the material covered.

012 The Greek Mind 4-5

The Golden Age of Greek literature epitomizes perhaps the finest flowering of the human spirit that the world has ever seen. It was marked by great minds in drama, philosophy, history, and oratory. The student will explore the origin of drama with the plays of Aeschylus, Sophocles, Euripides, Aristophanes; the philosophic speculation of Socrates, Plato, and Aristotle; the historical observations of Thucydides; and the political insight of the orator Demosthenes. Focus of study will be close reading for written and oral analysis.

013 Eastern Literature 4-5

Lying scattered in the vast and rolling fields of many centuries and ages are the literature of the Far and Mid East with their own beauty, richness, and immediate charm. For the student, Eastern literature is a key to delight in new modes of perception and imagination as he contemplates the song, story, and scripture of a literary treasury harvested over hundreds of years.

014 Russian Literature 4-5

The crossroads of East and West meet to bring a new social significance in modern Russian literature. Its story, drama, and poetry contrast the conflicting forces of materialism versus spiritual introspection. In reading Russian literary pieces, the student will identify and recognize situations existent in his world. Despite its late awakening, Russian literature has become one of the most imposing bodies of literature today.

015 German Literature 4-5

The study of German litature will include such authors as Goethe, Kafka, and Hesse. The course will show how German culture is reflected in stories, plays, poems, and essays. The assignments in German literature are designed to develop basic appreciation of other countries and peoples.

016 French Literature 4-5

From the humor of the fabliaux to modern writings, the study of French literature will include the reading of stories, plays, poems, and biography. The course will survey the influence of French culture of the literature. Students will read to gain insight into the literature. Authors such as Camus, Anatole France, and Andre Maurois will be studied.

017 Italian Literature 4-5

The influence of art and religion is parmount to the study of Italian literature. Such variety in writings as the medieval Decameron by Boccaccio, Dante's Divine Comedy, and Bread and Wine from modern times will broaden the students' literary background. Emphasis will be placed upon the common experience that mankind feels.

018 Modern European Drama 4-5

In Enemy of the People, Ibsen talked of a contemporary problem with a contemporary reaction. In Cherry Orchard, Chekhov shows the feelings and anxieties of a changing society. In Man and Superman, Shaw focuses on man's mindless repetition of tradition and convention. Students of this course will dramatize, read, study, and analyze some of the great European plays.

019 Modern European Short Story 4-5

The student will find, through the study of a variety of European short stories, the similarities and differences confronting modern man. Along with a knowledge of the literature, the student will gain insight into various cultures' actions and reactions to man's search for meaning in life. Through discussion and sharing reading interpretation, the student will be able to parallel the universlity of man's experience.

020 Quest for Identity 3-4

This course concerns itself primarily with the individual. Such questions as "Who am I?," "Where am I going?," "What should I become?," and most important of all "Why?" will be the core of this class. Some of the major themes will be love, teenage gangs and conformity versus individuality, and dropping out. Books to be read may be The Last Angry Man, The Chosen, and Dandelion Wine. The ultimate aim will be that through the understanding of self, the individual can then proceed to an understanding of the society in which he must live.

021 Nonconformist in Literature 3-4

This is the study of the non-conformist in novels and poetry. It will consider the good and bad side of non-conformity and individuality as well as the reasons for the existence of non-conformity in a conforming society. An emphasis will be placed on why people act as they do. Most of the reading and discussion assumes that the student is sensitive to accepted social attitudes.

022 The World of the Fantastic 3-4

This course will promote an intelligent and enjoyable reading of fantasy, both past and present, through the inspection of themes and the design of the writing. The differences between fantasy and other types of writing will be discussed in class and in groups. The student will be expected to read outside of the class and be prepared to discuss that reading in class. Class and group discussions, a few short essays, and occassional tests will be used to evaluate the student. The student will be expected to use his imagination extensively. For those who wish to go beyond the normal class reading, a list of available books will be supplied. Some of the books the student will be considering are: We've Always Lived in Castles, The Hobbit, Picture of Dorian Gray, and Something Wicked This Way Comes. Movies will be shown, and music will be listened to in the classroom.

023 Good and Evil 4-5

Can society be divided into separate boxes for good and evil? Is a man all bad--or all good? Oxbow Incident, Lord of the Flies, Billy Budd, and Scarlet Letter are but four books which show that life is not that easily categorized. Through a variety of media, students will discover the complexity of man's nature.

024 Innocence vs Experience 3-4

This course provides an opportunity for the student to observe the maturation process of certain literary characters through such novels as: To Kill a Mockingbird, The Adventures of Huck Finn, True Grit, and Separate Peace.

025 Endurance and Survival 3-4

The student in this class will see how people in real life and fiction have overcome great odds. The Raft, Hiroshima, Inn of the Sixth Happiness, The African Queen, The Miracle Worker, The Light in the Forest, and The Diary of Anne Frank are some of the possible titles. Examing the concepts of humor, tragedy, love, heroism, and sacrifice adds to the universality of man.

026 Science Fiction 4

This course is designed to prove that science fiction is not limited to spaceships. You will read novels and short stories by current authors such as Isaac Asimov, Ray Bradbury, and Bob Shaw. The diversity of ideas ranges from tradtional problems of human nature in Out of the Silent Planet by C. S. Lewis to serious futuristic projections of Childhood's End by Arthur C. Clarke. Written assignments will involve analysis of theme ideas and how well the ideas fit into a science fiction framework.

027 Lives and Viewpoints 4-5

This course will explore and discuss such vital crises in contemporary society, as poverty, crime, civil rights, generation gap, and extremeist groups. These problems will be approached through the reading and discussion of current articles, essays, and biographies as well as through the viewing of relevant films. The student should have curiosity about the complex social issues confronting man today and be willing to do extensive reading in the area.

028 Essays on the Contemporary Scene 4-5

This course will examine various forms of non-fiction writing to discover the perspectives of others in various aspects of the contemporary and complex world. Students will read, write, and analyze an art form which can praise, complain, explain, and ridicule.

029 Mystery and Detective Story 3

This course is designed for those students who have an enthusiastic desire to read mystery stories. Group discussions, panels, reviews and dramatizations will be some of the class activities. Various approaches to mystery solving will be analyzed. Written work and discussion will be of a concrete nature with some emphasis on ethics and style.

030 19th Century American Authors 4

The student will read selections from such great writers as Emerson, Hawthorne, Melville, Thoreau, Whitman, and Dickinson. In reading these writers, the student will see that they are brought together by the common spirit in treating their subject. They are all preoccupied with the problems of the individual in a democratic society. The student will find that they are all writers young in spirit, and like young people, they work fast to produce a literature that expresses our national character. This course will provide an insight into our country's rich literary heritage.

031 Afro-American Literature 3-4

Students will read fiction and non-fiction by black writers who reflect the blacks' thought and writing in America. Themes such as the integration of Negroes in the North and the South and the acceptance of the Negro as individuals will be studied from a black viewpoint. Through all of this, the ultimate aim will be to measure the contribution of the Negro writer to American literature.

032 Modern American Short Story 4

The short story takes one to the world of mystery, adventure, science fiction, and travel. By reading various types of short stories by outstanding American authors, the student will learn what makes a good short story, who writes good stories, and how one can best enjoy the story. He will also be able to discuss and evaluate his reading with other members of the class.

033 Modern American Novel 4-5

Students will read, study, and analyze three to four American novels. The chief emphasis will be on man and classes of society in their attempts to find acceptance and meaning in life. Possible authors to be read could include Pearl Buck, William Faulkner, Ernest Hemingway, Sinclair Lewis, and John Steinbeck. Students should be able to read well and have some ability to think and understand abstract ideas.

034 American Humorists 3-4

This class will familiarize you with the chief American humorists including Mark Twain, Will Rogers, James Thurber, and Robert Benchley. The characteristics of humor will be identified and defined. You will be given an opportunity to study and compare the components of irony, satire, humor, and wit.

035 American Character and the Changing Hero 4

Man has always had a hero who represents his dreams fulfilled. The reverent Jonathan Edwards represented the epitome of Puritan manhood. Daniel Boone stood for pioneer ingenuity and fortitude. John Glenn and Neil Armstrong give modern man worth and dignity in an age of science and exploration. Personal rights are coupled with and realized through responsibilities. Times change, yet qualities of ethics and humanity remain heroic qualities.

036 Modern American Poetry 4-5

This class offers the opportunity to study the style and content of modern verse for insight and enjoyment. Representative poets from E. A. Robinson through Cummings, Frost, Sandburg, and Ferlinghetti to James Dickey will be included. The student will also explore the attitudes and qualities poetry shares with other aspects of modern life.

037 Modern Drama 4

Do you enjoy the movies, television, and the live theatre? Would you like to act but haven't the confidence or speech background? Do you like oral reading? Here is your chance to get acquainted with drama through the reading of a variety of plays such as Our Town and Inherit the Wind. This course will help you to understand the characters, theme, and the role of the playwright as it reflects yourself and your life. Reading the character parts will enhance your confidence and your knowledge and will open new areas of reading enjoyment.

038 Chaucer and Medieval Literature 4-5

Far from being the "Dark Ages" the medieval period of English history and literature was continually changing and becoming increasingly complex. It was a very rich and multi-faceted culture. This period saw the development of English as a respected language and the rise of such literary forms as the romance, the lyric, and the ballad. The popular tales of Chaucer reflect the diverse levels in both society, and literature at this time will be the primary emphasis in this course.

039 Shakespeare I 3-4

Shakespeare wrote his plays to be acted, to be seen, to be heard. Thus, this course will approach the Shakespearean play as a living theatre, not as an academic chore. With class readings, recordings, films, and at least one theatre presentation of a Shakespearean play, students will visualize the action, hear the lines read, see the story unfold of such plays as Macbeth, Romeo and Juliet, Merchant of Venice, and Julius Caesar. Class discussions and short writings will focus on Shakespeare's stagecraft and the universality of his characters.

040 Shakespeare II 5

If Hamlet were alive today, would he be a reactionary? Is Iago really a machiavellian villain? In what sort of universe can Lear's wasteful death follow suffering and torture? In Shakespeare II, a seminar-designed course, students will probe these and other questions as oral and written discussions deal with the inner conflicts of characters and the consequences of their actions, the dramatist's ability to appeal to all levels of audience, and his technical skill in use of the stage. Students will read the plays Hamlet, Othello, King Lear, As You Like It, and The Tempest as well as background and critical material. They also will have the opportunity to listen to professional recordings of the plays, see related films, and attend at least one theatre presentation of a Shakespearean play.

041 19th Century British Writers 4-5

William Wordsworth and Oscar Wilde--the literary "Bookends" to a century of the shaggy dreamer, the social critic, and the pre-modern voice; each epitomizing prevalent ideas and aspirations of an age marked with great change and growth. Through poetry, essay, novel, and short story, the student will sample the artistic expression that reflected sociologocal, philosophical, and literary trends. The emphasis of the course will lie in the close reading and analysis of representative authors of the period such as Samuel Coleridge; Alfred, Lord Tennyson; Charles Dickens; Robert Browning; and Thomas Hardy.

042 Modern British Novel 4-5

This is a class dealing with the ultra-modern British novel characterized by its diverse outlook on life and its probings into man's character and future. Through the writings of Huxley, Waugh, Greene, Orwell and Cary, you will analyze the individual styles and recurring themes of these contemporary Btitish authors. The student's reading level should be average or above.

043 Modern British Short Story 4-5

The main emphasis of this course is the reading of short stories for both appreciation and analysis. In addition the student will have some opportunity to read independently other stories by the authors studied. The student will have an opportunity to do a limited amount of original writing. Activities will include discussing the material, listening to recorded interpretative readings by professionals, listening to and preparing original tapes, and viewing films.

044 Modern Biography 3-4

Do you want to know more about Tom Dooley, Lou Gehrig, or John F. Kennedy? Do you find the lives of people in show business, politics, or the sports world fascinating? Through the printed matter and audio-visual materials, students of this course will study the lives of the famous and not so famous.

045 Literature of the Generation 3

Life can become complicated by the responsibilities of teenage marriages, the forced acceptance of certain attitudes and reactions, or the pressures of school and parents. Some young people can overcome these problems while others withdraw from them. Through books such as Mr. and Mrs. BoJo Jones, The Outsiders or I Never Promised You Rose Gardens, students of this course will share experiences of other teens.

046 Folk Rock Lyric 3-4

As contemporary as today, this class will explore the modern poetry of the Beatles, Donovan, Bob Dylan, Paul Simon, and others. The students will listen to the sounds, themes, patterns and moods of the 1970's as they are written by musical poets.

047 Read A Movie 3-4

Think of some of the sadness in your life. Some of the tragedy in the world. This is not an easy age to live in. You are not at an easy age to be, especially if you're looking for answers. The books and movies offered in this course might help you. They might help you find out something about yourself, about other people, about justice, about mankind. Maybe the way to find answers is to look at other people's answers. Answers from the struggles of a man in search for understanding of himself and his world--as recorded in a book and a movie. Possible selections would include: Grapes of Wrath, Red Pony, Lillies of the Field, and To Sir, With Love.

048 Mass Media 3-4

Mass Media is a course designed to help you to understand the role of mass communication in your daily lives. The development of television, radio, newspapers, and magazines will be traced so that you may better evaluate their present status. The purpose for mass communication will be studied and evaluated through actual viewing of television programs and the reading of various newspapers. Advertising, news slanting, and editorializing will be some of the areas studied.

049 Pictography: The Audio-Visual in Communication 3-5

The course is designed to introduce the basic types of equipment in visual communication, their nomenclature, and their operation. Also, the course will deal with various formats for each piece of equipment along with developing various techniques for normal and special effects. Also, the course is designed to provide the students a "hands-on" type of experience followed by a projection of future technological advances in communication.

B. Social Studies - Examples of Projected New Term Labels and Course Descriptions Possible With a New 45-Day Restructured Curriculum Follow:

SOCIAL STUDIES
COURSE LABELS AND DESCRIPTIONS
Grades 7 through 12

Prepared By:

Social Studies Department
Utica Community Schools

William J. House
System-Wide Department Chairman

April, 1971

SOCIAL STUDIES
COURSE LABELS AND DESCRIPTIONS
Grades 7 through 12

The one hundred and ninety-one course labels and descriptions on the following pages have been suggested by the Social Studies teachers of the Utica Community Schools as the core of a restructured social studies curriculum based on the mini-course concept. The class offerings have been proposed for both junior and senior high school levels. They are by no means intended to be the only courses developed and perhaps some of the suggested courses will never "make it" to the classroom.

All courses are ten weeks in length and most are non-sequential with no prerequisites. Most courses are non-graded, that is 7th, 8th and 9th graders may be found in the same classroom, and 10th, 11th and 12th graders may be found in the same classroom. It is required that the student enroll in at least four courses for each year spent in grades seven through twelve. Other than fulfilling graduation requirements of forty weeks of United States History and twenty weeks of American Government at the Senior High level, no restrictions are placed upon the student in his course selection.

JUNIOR HIGH SCHOOL

GEOGRAPHY

1. GENERAL PRINCIPLES OF GEOGRAPHY

The study of tools and terms used in Geography. Latitude and longitude, time zones, seasons and major climatic regions would be covered.

2. CARTOGRAPHY

The student will learn to develop skills in map reading as well as map making. The ability to distinguish between different varieties of maps will be developed.

3. UNITED STATES

A study of the major regions of the United States of America, Midwest, Western Interior, Pacific, South, Northwest and Great Kales and the relations and interdependency upon each other.

4. LATIN AMERICA AND CANADA

A study of our neighbors and their relationships with each other and the United States. This course is basically an economic and physical study of these areas.

5. EUROPE

The student will study the physical and economic conditions in this area and its influence on the rest of the world.

6. AFRICA

The comparison of different regions of Africa and the study of its future potential as a world leader.

7. ASIA

The study of Asiatic-Russia, Japan, China, Indo-China, India and the Middle East, along with their situation in the world.

8. AUSTRALIA, ARCTIC, ANTARCTIC, PACIFIC ISLANDS

The study of islands, atolls, continental shelves and reefs, and what their physical and political features are.

JUNIOR HIGH SCHOOL

UNITED STATES HISTORY

1. EUROPEANS DISCOVER AND SETTLE THE NEW WORLD

The United States had her colonial origins in the oppressions and inequalities of the old world. Economics, religious dissent and a desire for change in political structure created the basis for a new country which developed a distinctive philosophy as it grew.

2. AGE OF DISCOVERY AND EXPLORATION

A study of the conditions in Europe leading to exploration and the rivalry between European Countries in the New World.

3. THE COLONISTS STRIVE FOR SELF RULE AND INDEPENDENCE

A change in the power structure, an awakened power of the masses plus a desire to democratize American Society brings the colonists to sever ties with England.

4. COLONIAL LIFE

A study of the development of democratic principles leading up to the Revolutionary War, Articles of Confederation and the Constitution.

5. COLONIAL PERIOD TO INDEPENDENCE

This course is to trace the democratic ideals from exploration through the colonial times, to the formation of a nation.

6. THE UNITED STATES OF AMERICA IS ESTABLISHED

A lasting and elastic Constitution is formed.

7. THE GROWING NATION SUPPORTS DEMOCRACY

Federalists and Jeffersonians leave their hotly pursued ideas to posterity. Andrew Jackson gives the government back to the people.

8. EXPANSION AND SECTIONAL GOVERNMENT

America expands its territory. The Federal and State governments vie for power. A nation divided and reunited.

9. WESTWARD EXPANSION

The development of our country from thirteen colonies to our present size. A study of Louisians Territory, Texas, Mexican Cession, Oregon Country, Florida, Alaska and Hawaii.

10. EXPANSION OF THE NATION

The growth of the nation from 1783 through the establishment of statehood of Hawaii will be studied.

11. CIVIL WAR AND RECONSTRUCTION

A study of conditions leading to the Civil War, the war itself, and the years the United States spent unifying the country.

12. THE NEGRO IN AMERICA

Trace events leading up to the Civil War, the war itself, reconstruction and its aftermath; leading to present attitudes in both North and South, and Civil Rights throughout the year, in this class.

13. A NATIONAL ECONOMY IS DEVELOPED

Industrial growth brings uncertainty and instability. The westward movement begets glory, heartache, wealth and death of the Indians. The American farmer identifies his enemies at the other end of the track, in this class.

14. AGE OF INVENTION AND INDUSTRIAL DEVELOPMENT

A study of individuals and their contributions as well as the rise of corporations and the factory system.

15. GROWTH OF THE NATION FROM A SMALL REPUBLIC TO AN INDUSTRIAL GIANT

This course will trace the development of individual enterprises to large, modern corporations with corresponding growth of labor unions.

16. IMMIGRATION AND MINORITY GROUPS

An overview of why our country attracted immigrants from all over the world. Study the areas of settling and problems encountered by the immigrants, immigration and naturalization process investigated.

17. PROGRESSIVE AMERICA

Theodore Rooselvelt speaks softly and carries a big stick while muckrakers tell the awful truth. America becomes almost as colonial as the country it separated from. The Panama Canal operation and the Boxer Rebellion lets the world know we're growing up.

18. WORLD LEADERSHIP SLIPS FROM THE NATION'S GRASP

A war ends and America isolates itself from world problems. Strikes, fear of Communism, discrimination and scandels come forth as the nation's people brew their own fire water. The banks close and another Roosevelt saves the day.

19. 1920 TO 1950

A study of the changing patterns in the United States of America, from war to the Roaring 20's, to the Depression and the coming of World War II.

20. THE AGE OF F. D. ROOSEVELT

The Roosevelt machine gets us out of the Depression. We become the Arsenal of Democracy. We fight on two fronts; as a people with a war to fight we observe few of the many injustices.

21. THE UNITED STATES RESPONDS TO NEW CHALLENGES

The war ends, the United Nations begins, and McCarthyism divides the nation as America gets involved in Asian affairs.

22. 1950 TO PRESENT

A study of the Cold War, the Communist Scare of the 1950's, and the freedom and disturbance of the 60's including the Civil Rights Movement and young revolutionaries.

23. OUR WORLD TODAY

In this class you will study the development of Communism and its influence on the United States, with Cold War, since 1945, and the influence of the United Nations on world affairs.

24. FOREIGN RELATIONS

The development of relations with other countries from our infancy to the point of our being recognized as a world leader. A study of our policies through the history of our country.

25. DEVELOPMENT OF DEMOCRACY

Our Federal Government and its growth from 1783, to the present time. A look at how democratic ideas have changed and expanded, fight for world freedom in World War I and World War II.

JUNIOR HIGH SCHOOL

CIVICS

1. FEDERAL GOVERNMENT

A study of the Constitution and the Legislative, Judicial and Executive Branches of our Governemnt. The idea of a balance of power will be emphasized as well as the development of our Political Party System and the branches of the political line (radical, conservation, reactionary, etc.).

2. STATE AND LOCAL GOVERNMENT

Differences in State, County, City and Township types of Government and their relationship to one another. Included will be an in depth look into the three different types of local governments located within our school district.

3. CITIZENSHIP

This course will cover the development of citizenship in an individual to encompass the Nation, State, Community and Family. The student's rights, privileges and responsibilities to his home, school, community and nation will be covered. Studies of clear thinking and development of ability to think for oneself, and identification of propaganda techniques will be covered.

4. THE UNITED STATES IN WORLD AFFAIRS

A study of the United Nations, the Middle East, Far East and the United States involvement in each.

5. GOVERNMENTS OF THE WORLD

A comparative study of Representative Democracy, Parliamentarian Government, Socialism, Fascism and Communism.

6. ECONOMICS

A study of the American system of free economy, the law of supply and demand and the stock market along with different types of businesses, will be conducted. Also included, will be a look at management, unions, mass production, inflation, economic cycles and banking.

7. CONSUMER EDUCATION

This course will teach the student to recognize propaganda in advertising. Also covered will be legal obligations in purchasing and types of contracts.

8. CAREERS

A study of job opportunities, qualifications, needs, types of educational facilities available after high school and job applications and interviews, will be conducted.

9. FOR A BETTER LIFE

A look at Social Security, welfare programs, job training programs, along with a career unit to help the student find out where he fits, and the type of future he should plan for.

10. TEENAGERS AND THE LAW

Laws affecting people under 21 years of age, studies of liabilities, contracts and legal responsibilities will be studied.

11. THE LEGAL SYSTEM

A study of law and its effect on you. This course will include an explanation of criminal courts, terms and your rights as a citizen. Mock trials will be held. A current problem such as drugs will be selected and gone through, stressing the social and legal technicalities and implications. At least a day in court will be spent.

12. OUR SOCIAL SYSTEM

This course will explain social terms, such as classes, groups and values. Marriage, family planning and divorce will be included. The student will select a current social problem, explore it and point what can be done about it. Examples: pollution, crime, drugs.

13. THE CITY AND ITS PROBLEMS

A study of the housing, transportation, slums, racial and crime problems of the city, with their economic and sociological manisfestations.

14. POLLUTION PROBLEMS

A governmental and social approach to pollution, and what can be done about it at each level of government.

SENIOR HIGH SCHOOL

AMERICAN GOVERNMENT

1. INTRODUCTION TO GOVERNMENT

A basic survey course in American Government. Students would study the structure of the Federal Government and the development of the Constitution. Introduction to Government is a prerequisite for all other government classes.

2. STATE AND LOCAL GOVERNMENT

An in depth study of our state constitution and governmental institutions. Local government could be studied first-hand at the township hall or the city hall and with visits by local government officials.

3. POLITICAL PARTIES AND PRESSURE GROUPS

A study of political parties in the United States, also the students will investigate lobbyists and the political behavior of the American people.

4. COMPARATIVE GOVERNMENT

A study of the present governments of Great Britain, France, West Germany, Italy, and the Union of Soviet Socialists Republics.

5. THE AMERICAN JOURNAL PROCESS

The study of law, lawyers, judges, significant court decisions, and how all of these relate to your life.

6. THE AMERICAN CITIZENS AND HIS GOVERNMENT

A study of citizenship, human rights, public opinion, political parties, elections and taxation; and how these topics and others relate to the average American.

7. INTERNATIONAL GOVERNMENT

A study of international agencies such as the United Nations and its branches, the World Court and international crime control agencies.

8. LEGAL PROCEDURES

A study of basic laws that relate to youths, courts, lawyers and consumer rights.

9. CURRENT EVENTS

An attempt will be made to sharpen the student's awareness of the problems facing the American people and the debate over current issues, by examining each week the news stories presented in the press, on the radio, and on television. It is anticipated that skills in listening, discussion and evaluation will be improved, as well as increasing the student's knowlege of the people who make the news.

10. INDEPENDENT STUDY

The student will receive credit for individual work. It may include such activities as: student council membership, class officers, election work and the traditional reading and reporting independent study.

11. LEADERSHIP WORKSHOP

This class will consist of student council members and others who elect the course. Parliamentary procedure, committee organization and actual student government activities will comprise the work of the course. Students must be elected by the student body in order to vote. However, others may take the class and participate in discussion and serve on committees.

SENIOR HIGH SCHOOL

ECONOMICS

1. ECONOMIC PRINCIPLES

This course includes the structure and design of economics with emphasis on principles relating to prices, buying and handling. Students also study consumer problems, money, banking, credit and the organization of business.

2. STUDY OF THE ECONOMY

A re-examination of principles: A view of micro-economy and macro-economy, and a thorough study of labor and markets. The economy and its intricacies will be examined as a concept dealing with the interaction of sectors of business, government and taxes on the nations total performance.

3. BANKS AND CREDIT

This class tries to show how banks operate and the proper use of them. In addition, credit and installment buying are mentioned in detail.

4. INSURANCE PROTECTION

The course consists of a study of various types of insurance and a look at insurance contracts. The correct procedure of buying insurance is covered. Social security is also studied.

5. THE GREAT ECONOMISTS

This course offers an understanding of basic economics with the ideas and personalities of such major economists as: Adam Smith, Karl Marx and John Maynard Keynes as its theme.

6. PUBLIC FINANCE

Taxes of all types will be studied and put into practical application. Of particular value is the study of obtaining tax advantages whenever possible.

SENIOR HIGH SCHOOL

MICHIGAN HISTORY

1. INTRODUCTION TO MICHIGAN

This course explores the pre-history of the state during which time the geography of our area was shaped. The student will also study the general geography of Michigan, specific communities and regions, our earliest native inhabitants and their contributions.

2. POLITICAL AND CULTURAL HISTORY OF MICHIGAN FROM 1600 to 1837

A study of the poltical and cultural history of Michigan from the arrival of the first Europeans through the British and early American periods to the arrival of statehood.

3. FROM STATEHOOD TO DEPRESSION

A study of the problems and challenges of our new state's government, the development of Michigan's industries and the effects of war upon Michigan, as well as our contributions towards the war effort.

4. RECOVERY TO THE PRESENT

A study of Michigan during the depression, our role during World War II, post war growth, our present situation, problems of the present and goals of the future.

5. THE DETROIT AREA

An in depth look at South-Eastern Michigan emphasizing Macomb County and the student's home town.

6. THE INDIANS OF MICHIGAN

A social, economic and political look at the Indians of Michigan; and how they effected the growth of the state.

7. THE GREAT LAKES

The role of the Great Lakes in the development of Michigan's growth both politically and economically. A brief outlook at the Great Lake's formation and utilization throughout the years.

8. THE AUTO INDUSTRY

An in depth look at the source of Detroit's world reputation. Tracing the early history of the automobile and its colorful characters, with stress on the big three and Henry ford especially.

SENIOR HIGH SCHOOL

PSYCHOLOGY

1. BASIC PSYCHOLOGY

This class will serve to introduce the student to the basic elements of psychology. Various topics such as: environment, heredity, motivation, personality and adjustment will be considered.

2. INTERPERSONAL PSYCHOLOGY

The psychological aspects of man-in-relationship-to-man will be studied. Rather than focusing upon the intra-psychic dynamics of the personality, behavior will be viewed in terms of inter-personal transactions and relationships. The pros and cons of the "group phenomena" will be considered.

3. PERSONALITY

A study of the primary theories of personality including the psychoanalytic, interpersonal, learning and the self-theories. Major developmental stages of the personality will be explored, with emphasis upon three interacting components; motivating forces, personal resources and self-concept. A practical understanding of the construction of "normality" will be developed and applied.

4. PSYCHOLOGY OF HUMAN LEARNING

An introduction to education as a behavorial science. A study of how human beings learn. A survey of various theories of learning and in inquiry into what learning is, what is motivation and how the student can apply these theories to his work in the Utica Community Schools.

SENIOR HIGH SCHOOL

SOCIOLOGY

1. BASIC SOCIOLOGY

   This course would include the following areas of study: sociological terminology, heredity, environment, culture, and the steps in the use of scientific research. Basic sociology is a prerequisite for all other sociology classes.

2. ADVANCED SOCIOLOGY

   This advanced course would include the development of the social self, communication and contact, in-groups and out-groups, primary and secondary groups, social need development, social adjustment, social stratification, social control and social change.

3. MAN AND HIS CULTURE

   The development of ancient man continuing to today's culture. Why does culture change today? What variables will affect change in the future?

4. SOCIAL ORGANIZATIONS AND INSTITUTIONS

   Learn how people cooperate. The growth of cooperation and the formation of institutions, and how institutions may change direction in the future, will be studied.

5. SOCIAL DISORGANIZATION

   The breakdown of institutions: crime, riots, radical and reactionary groups.

6. ADOLESCENT SUBCULTURES

   This course will deal with the frustrations and anxieties experienced by the adolescent. Primary consideration will be given to the study of drug abuse, the influence of the familial institutions, dating, values, development, religion, education and mate selection.

7. MARRIAGE IN MODERN SOCIETY

   What is marriage? Responsibilities, marriage adjustment, consumer problems, marriage and divorce are studied.

8. CRIME AND JUVENILLE DELINQUENCY

   Students in this class will deal with theories on criminal behavior, penal institutions and punishment.

9. ETHNIC GROUPS AND RACE

   A study of racial group problems in this country.

10. URBAN AFFAIRS

    This course will study problems of the city such as: planning, housing, pollution, crime, finances and welfare reform.

11. THE PEOPLE PROBLEM AND URBAN LIFE

    Population problems, how cities work socially and the development and growth of cities yesterday, today and tomorrow will be studied.

12. MAN AND HIS NATURAL ENVIRONMENT

    A study of ecological problems.

13. SOCIOLOGICAL RESEARCH

This course would deal with the utilization of scientific research methods. Students would be required to participate in a study. Topics will vary each term. Some topics might be: drug abuse, sterotyping, ecology, crime, minorities, student unrest and welfare reform.

SENIOR HIGH SCHOOL

UNITED STATES HISTORY

1. LIFE IN COLONIAL AMERICA

This course includes: social and economic history of the 17th and 18th centuries in America. Topics should include: religion in the colonies, particularly the influence of Puritanism, economic systems of the north and the south, influence of non-English colonists and education in colonial America.

2. GEORGE III VERSUS THE COLONIES

Why did the colonies revolt? Was it justified or were the partiots spoiled children? Is Samual Adams the real father of our country?

3. THE ESTABLISHMENT OF A NEW NATION

The students will view our history from the causes and results of the American Revolution through the War of 1812, with emphasis on the Revolution, the contest between Federalists and Anti-Federalists and the victory of Jeffersonian Republicanism.

4. THE AMERICAN REVOLUTION

This course focuses on the events, particularly those after 1763, leading to the Revolution. Mainly political history, it includes the period under the Articles, and ends with the adoption of the Constitution.

5. THE ABOMINABLE TARIFFS: 1795-1831

A history of the tariff system from 1795-1831 and their collateral affect on American political history during this time period.

6. THE AGE OF JACKSON

This class deals with the War of 1812 through the Mexican War, with emphasis put on the development of the American Democracy, Manifest Destiny and the beginning of the Westward Movement.

7. COTTON IS KING: 1815-1860

The growth of Southern economy during this time and its influence on the Southern social system. Describes the daily life pattern of each social group.

8. THE ANTI SLAVERY MOVEMENT: 1830-1860

The origin of the movement, the spread of the movement, and brief sketches of some of the leaders of the movement. What effects do these movements have on the South? Reaction of the North and demise of the movement. From The Liberator to John Brown.

9. THE CIVIL WAR

This course would emphasize the causes of the war going back to the events of the 1830's and 1840's, the conduct of the war and reconstruction after the war.

10. THE WESTWARD MOVEMENT

Students would cover periods from first movements over the Appalachians to the end of the frontier in the 1890's. It should include the themes of lawlessness in America, democracy as a reflection of the frontier presence and the concept of Manifest Destiny.

11. THE WILD WEST

We will be following the moving frontiers through the Indian Territory, the importance of railroads, the gold rush, the covered wagon trains over the mountains to the Pacific Coast, cowboys and miners, sagebrush and silver.

12. THOSE DEAD INJUNDS: 1865-1894

Includes a background of the Indian's history in the United States, and how it developed that the issue of the problem should be settled at the Little Big Horn. Ends with the death of Sitting Bull at Wounded Knee.

13. WELCOME IMMIGRANTS: 1880-1924

A hisoty of the greatest mass movement of human beings in the history of the world. Includes the reasons why they came, the method and manner of travel and what they encountered once they were here.

14. RISE OF INDUSTRIAL AMERICA

This course includes the history of the rise of big business, it focuses on causes of industrialization, personalities of the 19th century industrialists; were they Robber Barons or industrial statesman; it dicusses the early growth of labor unions and the role of immigration in industrialization.

15. THE GILDED AGE TC WORLD WAR I

A study of meaningful and significant developments in the formulating of American attitudes toward civil rights, the labor movement, technological genius, industry growth, world involvement, immigration, job regulations, cultural rebirth, and political change.

16. AS THE CROW FLIES: 1965-1954

The story of the Jim Crow System. Includes sketches of the K.K.K. and the Knights of the White Camellia.

17. THE AGE OF WOODROW WILSON

The victory of the Progressives through World War I and the failure of Wilson to bring the United States into a system of collective security based on the League of Nations, will be discussed.

18. BETWEEN THE WARS

The social-economic history of the United States in the 1920's and 1930's will be studied in this course. The emphasis will be on radio, automobile, movies; basicially steering away from politics.

19. THE ERA OF TICKER TAPE: 1920-1929

The period of the 20's. Covers the extreme laizzez-faire practices of the government and the wildly agitated social and political scene in America. Includes some of the more famous court room trials of the era; the Scopes Trial, the Loeb-Leopold Case, the Sacco-Vanzetti Case.

20. THE AGE OF FRANKLIN ROOSEVELT

This class deals with the beginning of the Depression through the end of World War II. Emphasis will be placed on Rooselvelt, the domestic scene and the years of war.

21. POSTWAR AMERICA: AN AGE OF CHAOS

Truman and the Fair Deal, the United States under Eisenhower and the revolt of the 60's.

22. RELIGIOUS FREEDOM IN AMERICA

Students would study reliogious freedom as a motive for coming to America. Religious freedom and founding fathers, abolcition of religious requirements for public office and voting, utopian religious sects of the 19th century--like Shakers, anti-Catholicism and immigrants, Know-Nothings, Scopes trial and evolution crises of the 1920's, current civil liberties, problem-conscientious objectors and war are included.

23. CIVIL RIGHTS MOVEMENT

This class could start with post-reconstruction period, and the origins of the NAACP. The main focus would be on the last decade and one-half, beginnings of activists movement with Brown v. Board of Education, Montgomery Bus boycott, present militant groups, Black Panthers and The Nation of New Africa.

24. SOCIAL SETTING OF INTOLERANCE

This class sould contain the Salem witch trials, Know-nothings, Red scares and McCarthyism. It could also deal with the kinds of conditions and circumstances that lead to the periodic outbreaks of "witch hunts" that this nation has experienced.

25. IF YOU ARE BLACK, STAY BACK

Slavery as it existed in the United States before the Civil War. Learn why color is important, also, the Black man in America in the 20th century will be studied.

26. BLACK HISTORY I

This is the history of America's largest minority group through 1876 and the End of Reconstruction and the struggle of Black people to avail themselves to what American promises to all people. The struggle of Black people for economic, political and social injustice is reflected against the cultural patterns in the United States. Students must completed Black History II to receive credit for Black History I.

27. BLACK HISTORY II

A continuation of Black History I, from 1876 to the present. Prerequisite is Black History I.

28. WAR AND DISSENT IN AMERICAN HISTORY

This class will focus on three or four wars in the history of the United States over which a significant number of citizens protested, possibly the War of 1812, Mexican War, World War I and Vietnam. It will deal with who protested, why and what affect it has on governemnt policies, how they protested and the questions of at what point a citizens should stand up against policies of his government and when one has an obligation to follow his government policies whether he personally likes them or not.

29. THE WAR YEARS

A study of the lives and times of the people during America's wars: the Revolutionary War, Civil War, Spanish American War, World War I, World War II, Korea and Vietnam. Some lives to be studied would be: Army personnel, citizens, aliens, politicians and businessmen.

30. AMERICAN INDIANS

This is basically an anthropology course. It will discuss culture areas of the North American Indians, and the United States treatment of the Indians, up to modern Indians Rights Movement.

31. REFORM MOVEMENTS IN AMERICA

Jacksonian Democracy, Progressive Era, the New Deal and the Great Society are studied.

32. URBANIZATION OF AMERICA

The history of the city in America; early beginnings to the present move to the suburbs, will be discussed.

33. AMERICA'S FOREIGN POLICY

A study of the history and foundations of American foreign poliby including; techniques and leaders, with special emphasis on the post World War II period.

34. SOCIAL AND CULTURAL HISTORY IN THE UNITED STATES

A study of social and cultural trends in the United States such as: art, religion, morals, literature, furniture and fashions.

35. THE MAN IN HIS TIMES

Students will study great personalities that affect American history. Students and teacher will cooperate in the selection of people to study.

36. CONSERVATION I

This course would trace the growing awareness and concern for man's natural surroundings. As background, it would define the laissez-faire approach to nature and natural resource as something to be exploited individually, the conservation mindedness of Theodore Roosevelt and the Progressive Movement, and the concern of contemporary ecologists. The cultural and political aspects would be stressed, that is changing recreation, political, economic, spiritual and intellectual patterns. Students must complete Conservation II to receive credit for Conservation I.

37. CONSERVATION II

A continuation of Conservation I. Emphasis is on conservation and popular recreation. Prerequisite is Conservation I.

38. LABOR HISTORY I

History of American labor focusing on rural and urban labor patterns. The core is the development of the labor movement as reflected against economic, industrial and political patterns in the United States. Students must complete Labor History II to receive credit for Labor History I.

39. LABOR HISTORY II

History of American labor emphasizing immigration and its impact on labor. Prerequisite is Labor History I.

40. AMERICAN LITERATURE I

Since it is manifestly impossible for anyone to disconnect himself from his age, the literary figures are both tied to their history, and provide insight into the character and mentality of a people as no other discipline is capable. Colonial through Transcendental literature. Students must complete American Literature II, III and IV to receive credit for American Literature I.

41. AMERICAN LITERATURE II

Transcendetal literature through Walt Whitman. Students must complete American Literature III and IV to receive credit for American Literature II. Prerequisite is American Literature I.

42. AMERICAN LITERATURE III

Walt Whitman through the 1920's. Students must complete American Literature IV to receive credit for American Literature III. Prerequisite is American Literature II.

43. AMERICAN LITERATURE IV

The 1930's through the 1960's. Prerequisite is American Literature III.

44. AMERICAN PHILOSOPHY I

The student explores the major philosophical schools as well as folk or religious committment of the American people, emphasizing Puritan and Transcendental Philosophy. Students must complete American Philosophy II to receive credit for American Philosophy I.

45. AMERICAN PHILOSOPHY II

The student explores the major philosophical schools as well as folk or religious committment of the American people, emphasizing William James and John Dewey. Prerequisite is American Philosophy I.

46. AMERICAN CONSTITUTIONAL HISTORY I

Essentially a law course, it examines the constitution of the United States, Constitutional amendments and Supreme Court decisions and their impact upon the evolving constitutionalism in the United States. Its purpose is to show how law expands in order to cope with changing social and intellectual patterns. This course covers State and National Constitution making, including the first and second administrations of Washington. Students must complete American Constitutional History II to receive credit for American Constitutional History I.

47. AMERICAN CONSTITUTIONAL HISTORY II

A continuation of American Constitutional History I, emphasizing the Civil War and the Amendment process. Prerequisite is American Constitutional History I.

48. DEVELOPMENT OF ECONOMIC PATTERNS I

From mercantilism, through laissez-faire, through what we call the contemporary American system and the emerging new individual state, this course traces changing economic patterns by reflecting them against both the imperatives of the age and ideological economic philosophies. This course emphasizes agrarian American and the Hamiltonian System. Student must complete Development of Economic Patterns II to receive credit for Development of Economic Patterns I.

49. DEVELOPMENT OF ECONOMIC PATTERNS II

A continuation of Development of Economic Patterns I, emphasizing industrialization and the response to it. Prerequisite is Development of Economic Patterns I.

50. RURAL HISTORY I

While Americans have moved to the city, those who remained on the farm wrought a miracle that has made America the greatest food producing area on the earth. The course examines the technical, scientific and organizational advances that have made this miracle possible. Students must complete Rural History II to receive credit for Rural History I.

51. RURAL HISTORY II

A continuation of Rural History I, emphasizing the farmer in an industrual society. Prerequisite is Rural History I.

52. INDEPENDENT READING

A course for the student who wishes to read on specific areas of United States History. The student sets his own goals and is guided by his interests.

SENIOR HIGH SCHOOL

WORLD GEOGRAPHY

1. GEOGRAPHIC FUNDAMENTALS

This course includes: a study of maps and how to use them, weather and climate and how they affect man and his activities, the shape and movement of the earth, and the interdependence of nations based on world trade. Geographic fundamentals is a prerequisite for all other geographic classes.

2. WEATHER AND CLIMATE

This course consists of conditions which make up our daily weather, a study of the major climatic regions of the world and their location, also covered are the extremes in weather conditions, for example: tornados, hurricanes, typhoons, and cyclones.

3. CARtOGRAPHY

The student will learn how to read, draw and interpret maps, and also how a professional map maker draws maps of either a large or small area and how he gets them to the correct scale.

4. PHYSICAL GEOGRAPHY

This course consists of the study of how the earth evolved, its place in our solar system, the location of continents and how they got there, latitude and longitude, telling time by using coordinates, earthquakes, vulcanism and land formation.

5. ANGLO AMERICA

A study of Canada and the United States including such topics as: topography, people, climate, trade, resources, agriculture, and industry.

6. LATIN AMERICA

A study of Central and South America including such topics as: topography, people, resources, agriculture and industry.

7. WESTERN EUROPE

A study of the British Isles, France, Germany, Scandanavia, the Low Countries, Switzerland, the Iberian Peninsula and Italy. Topics to included are: topography, people, climate, trade, resources, agriculture and industry.

8. EASTERN EUROPE AND THE SOVIET UNION

A study of the Soviet Union, the Satellite States and other Eastern European nations. Topography, people, climate, trade, agriculture and industry will be considered.

9. THE SOUTHERN LATITUDES

A study of the geography of Africa, Australia, New Zealand, and the other areas located in the southern half of the eastern hemisphere.

10. ASIA

A study of the geography of China, Japan, the Phillippine Islands, Korea and the other nations of Southeast Asia.

SENIOR HIGH SCHOOL

WORLD HISTORY

1. UNDERSTANDING HISTORY

An introduction to the study of World History. An examination of how historians re-create the past, how politics, economics and personalities are related in a recounting of the past.

2. BASICS OF WORLD HISTORY

An introduction to World History in order to get the student acquainted with the essential ideas, political philosophers, outstanding personalities and the most important events of the past. If you are bewildered by the available selections, you might take this course to become better acquainted with World History, in order to make a good decision on course selection in the future.

3. SURVEY OF EUROPEAN HISTORY

This is a brief glance at European History from the Middle Ages to the 20th Century. If you are bewildered by the available selections, you might take this course to become better acquainted with European History, in order to make a good decision on course selection in the future.

4. THE GIFT OF THE NILE

Explore Egypt, visit the tombs of the pharoahs, learn about Egyptian education, religion, government, science and much more.

5. THE ORIGINS OF CIVILIZATION

An examination of the beginnings of civilization in the ancient Far East. Primary emphasis on the peoples of the Fertile Crescent and Egypt.

6. THE MIDDLE EAST

A study of the Middle East, from Biblical times to the present, emphasizing an in depth look at the present time and the problems.

7. HISTORY OF THE GREAT RELIGIONS

A study of the background and beliefs of Christianity, Judaism, Hinduism, Buddhism, Confucianism and Taoism.

8. GREEK CIVILIZATION

Learn about the famous philosophers. Sit in on a Greek play. Follow the development of self-government.

9. THE FOUNDATIONS OF WESTERN CIVILIZATION

An examination of the rise and flowering of Greek and Roman civilization. From the origins on Crete to the decline and fall of the Roman Empire.

10. THE EVOLUTION OF FREEDOM AND DEMOCRACY

The ideas of democracy from Greece to the United States, and why democracy is one of the rarest and most difficult types of governments will be considered.

11. THE RISE AND DECAY OF MEDIEVAL EUROPEAN CIVILIZATION

From the fall of Rome to the Age of Discovery and Exploration. An examination of the political, religious, social, economic and cultural elements that made up Medieval Civilization.

12. MONARCHIES OF THE 16th, 17th AND 18th CENTURY EUROPE

In this class such families as the Tudors, and Stuarts of England, the Bourbons of France, and the Romanovs of Russia will be studied with the emphasis placed on fascinating members of these families.

13. HISTORY OF FRANCE FROM LOUIS XIV TO NAPOLEON

A study of political, economic and social conditions in France, with special emphasis on those which contributed to the revolution and the eventual seizure of power by Napoleon.

14. INTERNATIONAL LAW AND ORGANIZATION

This course will teach various forms of international government throughout history, with emphasis on the United Nations today, some discussion of possibilities for the future, and it considers the growth of International law since the 1500's.

15. HISTORY OF SCIENCE AND TECHNOLOGY

A study of scientific and technological discoveries and achievements and how they effected man.

16. REVOLUTION IN WESTERN CIVILIZATION

An examination of the causes and results of the major revolutions in Western Civilization. Revolutions to be studied should include: the English Revolution, 1640-1660; the French Revolution; and the Russian Revolution.

17. DECISIVE BATTLES

This course involves a detailed study of weapons, uniforms, battle techniques, leaders, the battle's progress and the results of these battles on the history of mankind. There will be a great deal of committee and library work in order to get information on all phases of battles studied.

18. THE HERO IN HISTORY

An examination of human personalities that have helped to shape the course of history. Emphasis should be on famous as well as infamous and the men and women in various areas of human endeavor who have influenced the making of the present world.

19. GREAT IDEAS IN HISTORY

Darwinism, Freudian psychology and others will be discussed. A great deal of this course could be spent on problems of race in history.

20. PROCESS OF MODERNIZATION

This is a history-anthropology couse dealing with the make-up of a non-industrial country and what happened to the people as modernization occurs; a country that has already gone through much of the process, Turkey perhaps; and then two that are now going through it; perhaps an African or Latin American country could be used. Emphasis would be on anthropological, economic and social, and not political problems.

21. INDUSTRIAL REVOLUTION

The study of the growth of Industrialization and the men involved. Both the boss and the worker will be studied, also included will be the formation and growth of unions.

22. RESPONSE TO INDUSTRIALISM

This course deals with Capitalism, Socialism, Communism and Imperialism from the mid-19th century to 1914.

23. NATIONALISM

An examination into the nature of nationalism and its impact on the development of the nation state. Nationalism in the late medieval period, Elizabethan England, Revolutionary France, 19th centry Germany and Italy, and 20th century Russian and Germany will be considered.

24. IMPERIALISM

An examination into the nature of imperialism and its impact on the making of the current world. The causes and manifestations of English, French, Russian and America imperialism will be studied.

25. THE CENTURY OF TOTAL WAR AND THE STRUGGLE FOR INTERNATIONAL ORDER

From the origins of the First World War to the establishment of the United States.

26. WAR AND PEACE IN THE NUCLEAR AGE

The causes of war, how nuclear war is different from all previous wars and factors contributing to peace will be dealt with.

27. TOTALITARIANISM IN MODERN SOCIETY

The causes and nature of dictatorship in modern Italy, Germany, Spain and Russia.

28. THE DEVELOPMENT OF CONSTITUTIONAL GOVERNMENT IN WESTERN SOCIETY

An examination of the factors, events and personalities involved in creating Constitutional Government in England, the United States, France and the Scandanavian Monarchies.

29. HISTORY OF RUSSIA TO 1917

A study of Russia including its founding, the Asiatic invasions, life under the Czars, and the background causes of the 1917 revolutions.

30. RUSSIAN REVOLUTION AND THE COMMUNIST STATE

A history of the Soviet Union from about 1900 to the present.

31. LIFE IN THE SOVIET UNION

Students will simulate tours of the Soviet Union by compiling a booklet on its culture, geography, history and the role of the Communist Party.

32. CHINA: 4000 YEARS OF HISTORY

A study of China encompassing political events, religion, and the people from its beginning to the 20th Century.

33. CHINA IN REVOLUTION

The students study the modern period emphasizing relationships with the Western World and its revolutionary changes.

34. THE RIM OF ASIA

A brief survey of the history, culture and the people of Japan, Korea, Phillippine Islands, Indonesia, Singapore, Malaya, Burma and Thailand.

35. INDIA

A study of the cultural foundations, the politics, the religon and the people of India.

36. AFRICA

A study of the Africa continent focusing on its culture, its people and emphasizing the transition from colonial status to nation states.

37. LATIN AMERICA AND WORLD AFFAIRS

How has the United States influenced the southern nations? A study of Latin America from Monroe Doctrine to the present time, emphasizing Latin America's relationship with the Eastern Hemisphere.

38. CANADA

A study of the history and contemporary problems of our nearest foreign neighbor.

39. UNITED NATIONS AFFAIRS

Although a study of the structure and functions of the United Nations is undertaken, the main emphasis is on preparation for participation in the model United Nations Assembly, sponsored by the University of Detroit in the spring of each year. At this Assembly, students represent actual countries and debate current international problems. Participation in the model United Nations, which is held on a weekend, is a requirement of the class.

40. INDEPENDENT READING

A course for the student who wishes to read on specific areas of World History. The student sets his own goals and is guided by his interests.

SCIENCE COURSE LABELS AND BRIEF DESCRIPTIONS

GRADES 7-12

Prepared By:

Science Department
Utica Community Schools

Vern Morrow
System-Wide Department Chairman

April, 1971

SCIENCE
COURSE LABELS AND DESCRIPTIONS
GRADES 7 THROUGH 12

The 41 course labels and descriptions on the following pages have been suggested by the Science teachers of the Utica Community Schools as the core of a possible restructured Science curriculum based on the mini-course concept. The class offerings have been prepared for both junior and senior high school levels. They are by no means intended to be the only courses developed and perhaps some of the suggested courses will never "make it" to the classroom.

All courses are ten weeks in length and some are non-sequential and could be taught with no prerequisites. Most courses are non-graded, that is 7th, 8th and 9th graders may be found in the same classroom, and 10th, 11th and 12th graders may be found in the some classroom. At the present time it is required that the student enroll in at least four courses for each year spent in grades 7 and 8. Other than fulfilling grade requirements of one year each in the 7th and 8th grades and at least one year in the Senior High School program, no restructions are placed upon the student in his course selection. Astronomy can be covered as part of Geo-geography.

New ten-week courses will be added as needs and interests dictate and as our district moves toward the new educational concept of a restructured curriculum utilizing the "mini course" approach. The first number would indicate level to be taught at the present time.

7th GRADE - GENERAL SCIENCE

Course No.

711 Scientific Process

- A. Errors
- B. Precision in measurement
- C. Significant digits
- D. Metric system
- E. Density

712 Beginning Chemistry

- A. Properties of matter
- B. Solutions and suspensions
- C. Temperature
- D. Pressure
- E. Elements
- F. Mixtures and compounds
- G. Chemical change
- H. Acids, bases and salts

713 Beginning Electricity

- A. Electrical charges
- B. Electrical circuits
- C. Electrical resistance
- D. Electromotive force
- E. Lines of force
- F. Magnetic fields
- G. Electromagnetic
- H. Gravity

714 Beginning Biology

- A. All theory
- B. Tissues
- C. Organs
- D. Systems
- E. Reproduction

8th GRADE - EARTH SCIENCE (E.S.C.P.)

Course No.

811 The Dynamic Earth

- A. The Changing Earth
- B. Earth Materials
- C. Earth Measurement
- D. Earth Motions
- E. Fields and Forces
- F. Energy Flow

812 Earth Cycles

- A. Energy and Air Motions
- B. Water in the Air
- C. Waters of the Land
- D. Water in the Sea
- E. Energy, Moisture and Climate
- F. The Land Wears Away
- G. Sediments in the Sea
- H. Mountains from the Sea
- I. Rocks within Mountains
- J. Interior of the Earth

813 Earth's Biography

- A. Time and its Measurement
- B. The Record in the Rocks
- C. Life Present and Past
- D. Development of a Continent
- E. Evolution of Landscapes

814 Earth's Environment in Space

- A. The Moon: A Natural Satellite
- B. The Solar System
- C. Stars as other Suns
- D. Stellar Evolution and Galaxies
- E. The Universe and its Origin

815 Lopidary

9th GRADE - BSCS SPECIAL MATERIALS

Course No.		Prerequisite
901	Ecological Relationships	814

A. Grouping systems
   1. Formation and change
   2. Diversity
   3. Classification

B. Individuals and Populations
   1. Concepts of individual
   2. Methods of population study
   3. Population change
   4. Interaction of individuals with environment

C. Communities and Ecosystems
   1. Interaction between populations
   2. Relationship of community with environment
   3. Concept of succession
   4. Biosphere

D. Energy Relationships in the Food Chain
   1. Food Chains
   2. Food Webs
   3. Food-Energy Pyramid

E. Man's role in the biosphere

902	Energy Relationships	901

A. Concept of energy
   1. Forms
   2. Measurement
   3. Change
   4. Uses esp. in living systems

B. Photosynthesis
   1. Raw materials and products
   2. Factory
   3. Storage of energy

C. Digestion
   1. Breakdown of food
   2. Role of catalysts

D. Respiration
   1. Relationship to burning
   2. Raw materials and products
   3. Factory
   4. Storage of energy

E. Cell and how energy is used
   1. Basic structure
   2. Uses for stored energy

Course No.		Prerequisite
903	Reproduction and Development	902

A. Source of life
   1. Spontaneous Generation
   2. Biogenesis

B. A Sexual Reproduction
   1. One parent-effect on offspring
   2. Common examples

C. Sexual Reproduction
   1. Similarity in plants and animals
   2. Plants-flowers
   3. Animals-examples as frog, check and man

D. Embryonic Development
   1. Definite Pattern
   2. Environmental effects
   3. Growth and Differientation
   4. Diversity and Variation

904	Patterns of Inheritance	No Prerequisite

A. Variation
   1. Inherited characteristics
   2. Environment

B. Probability
   1. Chance
   2. Role in inheritance

C. Chromosones in gameterformation
   1. Genes
   2. Role of DNA
   3. Transfer from generation to generation

D. Population genetics
   1. Gene pool
   2. Variation and selection

BSCS BIOLOGY (Green, Yellow or Blue Version)

911	Classification and Basic Structure of Organisms	814

A. Classification and Concept of Diversity

B. Animal Kingdom
   1. Examples of basic groups
   2. Major structures present in each group
   3. Diversity and Adaption
   4. Major systems

Course No.		Prerequisite
	C. Plant Kingdom 1. Major groups 2. Basic Structures 3. Major Systems 4. Diversity and Adaption	
	D. Protist Kingdom 1. Diversity and Acceptance 2. Major groups 3. Basic Structures	
912	Bioenergetics	911
	A. Cell Structure and Function 1. Unit of Structure 2. Unit of function 3. Reproduction-mitosis	
	B. Bioenergetics 1. Respiration and Fermentation 2. Photosynthesis 3. Synthesis of Carbohydrates, Proteins, Fats, Nucleis Acids	
913	Man in the Living World	912
	A. Man as a functioning animal 1. Major functions and systems 2. Similarity to other animals	
	B. Continuance of the specie-Reproduction 1. Pattern in man 2. Relationship to patterns in other organisms	
	C. Heredity-Genetics 1. Principles of Inheritance 2. Population Genetics	
	D. The Human Animal 1. Uniqueness of Man 2. Man's role in the ecosystem	
914	Ecology	913
	A. Energy in the Food Cycle 1. Food Chains-Food webs 2. Energy-matter movements 3. Energy--food pyramids	
	B. Individuals and Populations 1. Concept of individual 2. Population studies 3. Population changes	

Course No.		Prerequisite
	C. Communities and Ecocystems	
	1. Interaction between populations	
	2. Relationships with environment	
	3. Succession	
	4. Biosphere	
	D. Patterns of Life	
	1. Biomes	
	2. Aquatic Ecosystems	
	3. Microscopic Ecosystems	
	4. Paleontological Ecosystems	

10th GRADE - GEO-GEOGRAPHY

Course No.		Prerequisite

1011 Earth Development

- A. Nebula
- B. Universe
- C. Galaxies
- D. Solar System
- E. Hypothesis of Origin
- F. Thermal History
- G. Earth Movements
- H. Seasons
- I. Phases of the Moon

1012 Earth Measurement

- A. Latitude and Longitude
- B. Maps
- C. Scale
- D. Azimuth
- E. American Land Survey System
- F. Symbols
- G. Time and I.D.L.

1013 Processes of Earth Development

- A. Rocks and Minerals
- B. Tectonics
- C. Diastrophism
- D. Vulcanism
- E. Gradation
- F. Running Water
- G. Wind
- H. Glaciers
- I. Groundwater
- J. Stratigraphy

1014 The Earth's Hydrosphere and Atmosphere

- A. Oceanography
  1. Trenches
  2. Ridges
  3. Waves
  4. Variable Profertis of Seas
  5. Mans Use of Oceans

1015 Meterology

- A. Layers
- B. Symbols
- C. Weather
- D. Climate
- E. Storms

1016 Economic Geography

Course No.		Prerequisite
1017	Urban Geography	

PHYSICAL SCIENCE

(No Prerequisites)

1021 Elements of Chemistry

- A. Atoms
- B. Molecules
- C. Atomic Structure
- D. Chemical Formulas
- E. Molecular Weight
- F. Equations
- G. Nature of Gases
- H. Nature of Liquids
- I. Nature of Solids

1022 Chemistry Happenings

- A. Solutions and Solubility
- B. Concentration
- C. Jonization
- D. Acids, Bases and Salts
- E. Conservation of Mass and Energy
- F. Types of Reactions

1023 What Makes Matter Move

- A. Universal Gravitation
- B. Newton's Laws of Motion
- C. Freely Falling Objects
- D. Machines
- E. Jets and Rockets
- F. Force and Pressure of Fluids
- G. Work, Power and Energy

1024 Waves of Electricity

- A. Sound Waves
- B. Nature of Light
- C. Reflection of Light
- D. Refraction of Light
- E. Magnetism
- F. Nature of Electricity
- G. Voltage, Current and Resistence

11th GRADE - CHEMISTRY

Course No.		Prerequisite
1111	Introduction to Chemistry (Chapter 1-6) Evidences of Chemical Reactions Kinetic Molecular Theory Chemical Formulas and Equations	
1112	The Nature of Atoms and Molecules (Chapter 7-12) Atomic Theory Chemical Bonding The Periodic Table	1111
1113	Factors in Chemical Reactions (Chapter 13-17) ΔH Equilibrium and Solubility Acid-Base Theory	1112
1114	Complex Chemical Reactions Oxidation-Reduction Complex Ions Kinetics	1113

12th GRADE - CHEMISTRY

Course No.		Prerequisite
1221	Qualilative Analysis A. Cation ANalysis B. Anion Analysis C. General Unknowns	1111, 1112, 1113
1222	Quantitative Analysis A. Gravimetric Analysis B. Volumetric Analysis C. Instrumental Analysis	1111, 1112, 1113 1114 & 1221
1223	Organic Chemistry A. Nomenclature B. Synthesis	1111, 1112, 1113 1114
	(1221, 1222, 1223 could be conducted as independent study or special projects)	
1230	Physiology A. Life Processes 1. Physical Basis of Life 2. The Cell 3. Tissues B. Bones and Muscles 1. Skeleton 2. Muscle Physiology C. Nervous System 1. Nerve Physiology 2. Nervous Systems D. Circulatory System 1. The Blood 2. Mechanical Factors of Circulation 3. The Heart E. Respiratory System 1. Gas Exchange 2. Mechanisms of Breathing	914
1231	Physiology 2 A. Digestive System 1. Food Stuffs 2. Digestion 3. Enzymes and Vitamins 4. Absorption	1230

Course No.		Prerequisite
	B. Metabolism 1. Carbohydrate Metabolism 2. Lipid Metabolism 3. Protein Metabolism 4. Energy Metabolism	
	C. The Skin	
	D. Regulation	
	E. Excretion	
	F. Endocrine System 1. Hormones and Internal Secreations 2. The Endocrine Glands	
	G. Genetics 1. Inheritance of Characters 2. Chemistry of Chromatin	

PHYSICS

(No Prerequisites)

1211	Universe	
	A. Time and Measurement B. Motion (Straight Line and In Space) C. Mass and Elements	
1212	Optics and Waves	
	A. Lights (Optics, Reflection and Refraction) B. Waves	
1213	Mechanics	
	A. Newton's Laws of Motion 1. Motion at the Earth's Surface 2. Universal Gravitation 3. Momentum and Conservation of Mom B. Work (Kinetic and Potential Energy) C. Heat	
1214	Electricity	
	A. Coulomb's Law B. Energy and Electric Fields C. Electric Circuits D. Magnetic Field	

APPENDIX L

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YEAR-ROUND EDUCATION CITIZENS ADVISORY COMMITTEE
MEMBERSHIP LIST
March 15, 1971

Mrs. John Allen (Sharon)
11353 Plumridge
Sterling Heights, Michigan 48078
264-1886

Donald Bemis
45214 Grant Park
Utica, Michigan 48087
731-0400

Jose Benavides
11015 Dill
Sterling Heights, Michigan 48077
468-2681, Ext. 373

Mrs. Marilyn Cornett
4305 Morningview
Utica, Michigan 48087
739-0667

Rowland Davies, R.
8418 Smithwick
Sterling Heights, Michigan 48078
264-7875

Mrs. Shirley DeSaele
44585 Schoenherr
Sterling Heights, Michigan 48078
731-7714

Mrs. Victor Dutchik (Toni)
11154 Alice Court
Sterling Heights, Michigan 48078
731-4926

Ronald Forthoffer
11450 Farthing
Sterling Heights, Michigan 48078
731-1286

Cass Franks
34111 Maple Lane
Warren, Michigan 48092
739-0400

Mrs. Catherine Galloway
Avondale Jr. High School
2900 Waukegan
Auburn Heights, Michigan 48057

George Glinke
6071 Thorneycroft
Utica, Michigan 48087
731-6588

Robert Goodwin
5190 Howe
Utica, Michigan 48087
731-8513

Mr. Winfried Graebner
Trinity Lutheran School
8215 Summers
Utica, Michigan 48087
731-7770 (School)
731-8208 (Home)

Dr. Jack Greenstein
(Student Teachers)
977 North Reading
Bloomfield Hills, Michigan 48013
781-5591 (Eisenhower High School)

Marvin Harms
Service Section
GM Tech Center
Warren, Michigan 48090
575-0165 (Service Section)
731-5388, Ext. 29

Arthur W. Harper
3539 Sandy Creek
Utica, Michigan 48087
731-4085

Jack Harvey
11323 Harvey Court
Sterling Heights, Michigan 48078
731-7772

Peter Hines
53454 Bruce Hill
Rochester, Michigan 48063
651-3028

Mrs. Coletta Hodge
43636 Donley
Sterling Heights, Michigan 48078
731-5124

Donald Holland
52641 Brookcrest
Rochester, Michigan 48063
731-5450

Donald F. Hoyt
4040 Sandy Creek
Utica, Michigan 48087
751-6600
759-3500

Albine Knoblock
Salary Personnel
Ford Motor Company
P.O. Box 570
Warren, Michigan
264-1398
TE9-3900, Ext. 271 (Emp. Service)

Bernard Matrille
11210 Saar
Sterling Heights, Michigan 48078
731-8378
575-0087

Leonard Morrison
45890 Brownell
Utica, Michigan 48087
739-0400

Mr. Gerald Nast, Principal
Peace Lutheran School
6580 24 Mile Road
Utica, Michigan 48087
739-2431

Rudolph A. Pale, Jr.
40185 William Drive
Sterling Heights, Michigan 48078
268-0185

Sister Mary Paula, O.P.
St. Lawrence School
7026 Greeley Street
Utica, Michigan 48087
731-7180

Charles Price
7472 Orene
Utica, Michigan 48087
731-2153

John Rewalt
58252 Kimber
Washington, Michigan 48094
781-3208

Mrs. Harriet Robertson
44625 Sterrit
Utica, Michigan 48087
739-0263 (Home)
731-5566

Mr. Lynn Robinson
64304 Wickow Hill
Romeo, Michigan 48065
268-0910
752-3079

Robert Russell
43149 Lira
Sterling Heights, Michigan 48078
731-5520
739-2933

Jay Smith
11633 Falcon
Sterling Heights, Michigan 48078
268-0226

Mrs. Richard Trask (Muriel)
11715 Plumbrook
Sterling Heights, Michigan 48078
268-1142

Dr. Robert Ulrich
46976 Featherstone
Utica, Michigan 48087
739-2286

Mrs. Janice A. Webster
12121 Canal Road
Sterling Heights, Michigan 48078
731-0931

Cornelius Zott
7359 Nichols
Utica, Michigan 48078
465-1391 or 731-8064

Jo Ann Szydlowski
53512 Franklin Drive
Utica, Michigan 48087
731-6189

Nancy Kaczperski
12850 Bender
Sterling Heights, Michigan 48078
739-0594

Dr. Goenner
Professor of Education
Central Michigan University
Mt. Pleasant, Michigan 48858

Linda Black
12887 Bender
Sterling Heights, Michigan 48078
731-2338

Mrs. G. R. Porter
43643 Deborah Street
Sterling Heights, Michigan 48078

Mrs. Howard Lewis
8653 Headley
Sterling Heights, Michigan 48078
731-8227

Mrs. J. E. Thomas
7079 Vickesburg Circle
Utica, Michigan 48087
739-4434

STUDENT REPRESENTATIVES FOR
YEAR-ROUND EDUCATION
ELECTED FOR 1970-71 SCHOOL YEAR

Eisenhower High School

Mary Kring
5168 Twilight
Utica, Michigan 48087
781-3229

Shauna Omile
8698 East Robinwood
Utica, Michigan 48087
731-3182

St. Lawrence School

Richard Detroyer
12425 Hall Road
Utica, Michigan 48087
731-8394

Gary Byncke
12095 Hall Road
Utica, Michigan 48087
731-8393

Stevenson High School

Eric Ganaway
2111 Lee
Sterling Heights, Michigan 48078
739-0548

Ann Schoenherr
8527 16 Mile Road
Sterling Heights, Mich. 48078
264-1327

Utica High School

Dave Beattie
53205 Mark Drive
Utica, Michigan 48087
651-7438

Myra Cosgray
51203 Sunnyhill Drive
Utica, Michigan 48087
731-9557

APPENDIX M

PROPOSED LAW CHANGES OVER

YEAR-ROUND EDUCATION IN MICHIGAN

1971

AS SUBMITTED IN

THE MICHIGAN HOUSE OF REPRESENTATIVES

TUESDAY, APRIL 27, 1971

HOUSE BILL No. 4885

April 27, 1971, Introduced by Reps. Stempien, Farnsworth, Smit and Guastello and referred to the Committee on Education.

A bill to amend sections 353, 356, 357, 575 and 731 of Act No. 269 of the Public Acts of 1955, entitled "The school code of 1955," section 575 as amended by Act No. 72 of the Public Acts of 1970 and section 731 as amended by Act No. 134 of the Public Acts of 1962, being sections 340.353, 340.356, 340.357, 340.575 and 340.731 of the Compiled Laws of 1948.

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

Section 1. Sections 353,356, 357, 575 and 731 of Act No. 269 of the Public Acts of 1955, section 575 as amended by Act No. 72 of the Public Acts of 1970 and section 731 as amended by Act No. 134 of the Public Acts of 1962, being sections 340.353, 340.356, 340.357, 340.575 and 340.731 of the Compiled Laws of 1948, are amended to read as follows:

Sec. 353. ~~A school month shall consist of 4 weeks of 5 days each, unless otherwise specified in the teacher's contract, and the school year of all districts shall commence on the first day of July.~~ AN INSTRUCTIONAL TIME UNIT, FOR PURPOSE OF PROMOTION, IS A PERIOD OF TIME DESIGNATED BY A LOCAL SCHOOL DISTRICT, INCLUDING BUT NOT LIMITED TO A TERM, SEMESTER, TRIMESTER OR QUADRIMESTER. THE SCHOOL YEAR OF ALL DISTRICTS SHALL COMMENCE ON THE FIRST DAY OF JULY OR UPON THE CONCLUSION OF THE INSTRUCTIONAL TIME UNIT BEGINNING PRIOR TO AND IN EFFECT ON JULY 1.

Sec. 356. All persons, residents of a school district not maintaining a kindergarten, and at least 5 years of age on the first day of ~~enrollment of the school year~~ SCHEDULED INSTRUCTION OF AN INSTRUCTIONAL TIME UNIT, shall have an equal right to attend school therein.

Sec. 357. In districts where provision is made for kindergarten work, all children, residents of the district, shall be entitled to enroll in the kindergarten if they are at least 5 years of age on December 1 ~~first~~ of the school year of enrollment. ~~:Provided, That in those districts having semi-annual promotions, all children, residents of the district, shall be entitled to enroll in kindergarten for the second semester if they are at least 5 years of age on March first of the year of enrollment.~~ IN DISTRICTS WHICH

MAINTAIN SCHOOL DURING THE ENTIRE YEAR ALL CHILDREN, RESIDENTS OF THE DISTRICT, SHALL BE ENTITLED TO ENROLL , IN THE KINDERGARTEN IF THEY ARE AT LEAST 5 YEARS OF AGE BY 90 DAYS AFTER THE FIRST SCHEDULED DAY OF INSTRUCTION OF AN INSTRUCTIONAL TIME UNIT.

Sec. 575. The board of every district shall determine the length of the school term. The minimum number of days of student instruction shall be not less than 180; EXCEPT IN CASES IN WHICH THE STATE BOARD OF EDUCATION AUTHORIZES PILOT EXTENDED SCHOOL YEAR PROGRAMS SUBMITTED BY LOCAL DISTRICTS. Any district failing to hold 180 days of student instruction shall forfeit 1/180th of its total state aid appropriation for each day of such failure. Not later than ~~August 1~~ OCTOBER 1, the board of every district shall certify to the department of education the number of days of student instruction in the previous school year. If the district did not hold at least 180 days of ~~student~~ instruction FOR EACH STUDENT ENROLLED, the deduction of state aid shall be made in the following fiscal year from the first payment of state aid. Days lost because of strikes or teachers conferences shall not be counted as a day of student instruction. The state board of education shall ~~establish~~ PROMULGATE rules for the implementation of this section.

Sec. 731. (a) Except as provided in section 732 and subject to the provisions of subsection (b), every parent, guardian or other person in this state, having control and charge of any child between the ages of 6 and 16 years, shall send such child~~, equipped with the proper textbooks necessary to pursue his school work,~~ to the public schools during the entire school year, and such attendance shall be continuous and consecutive for the school year fixed by the district in which such child is enrolled. In school districts which maintain school during the entire year ~~and in which the school year is divided into quarters~~, no child shall be compelled to attend the public schools more than ~~3 quarters in any one year~~ THE NUMBER OF CLOCK HOURS ESTABLISHED BY THE STATE BOARD OF EDUCATION AS CONSTITUTING AN INSTRUCTIONAL YEAR FOR THAT CHILD; but a child shall not be absent for ~~any 2 consecutive quarters~~ MORE THAN 2 CONSECUTIVE SEGMENTS OF THE DISTRICT'S ESTABLISHED CALENDAR.

(b) A child becoming 6 years of age before December 1 shall be enrolled on the first school day of the school year in which his sixth birthday occurs. A child becoming 6 years of age on or after December 1 shall be enrolled on the first school day of the school year following the school year in which his sixth birthday occurs. IN A SCHOOL DISTRICT WHICH MAINTAINS SCHOOL DURING THE ENTIRE YEAR A CHILD BECOMING 6 YEARS

OF AGE BY 90 DAYS AFTER THE FIRST DAY OF A SCHEDULED INSTRUCTIONAL TIME UNIT SHALL BE ENROLLED FOR THAT INSTRUCTIONAL TIME UNIT.

2376 '71

HOUSE BILL No. 4886

April 27, 1971, Introduced by Reps. Stempien, Farnsworth, Smit and Guastello and referred to the Committee on Education.

A bill to amend sections 12, 13 and 22 of Act No. 312 of the Public Acts of 1957, entitled as amended "State school aid act,"

section 12 as amended by Act No. 100 of the Public Acts of 1970, section 13 as amended by Act No. 199 of the Public Acts of 1965 and section 22 as amended by Act No. 21 of the Public Acts of 1968, being sections 388.622, 388.623 and 388.632 of the Compiled Laws of 1948.

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

Section 1. Sections 12, 13 and 22 of Act No. 312 of the Public Acts of 1957, section 12 as amended by Act No. 100 of the Public Acts of 1970, section 13 as amended by Act No. 199 of the Public Acts of 1965 and section 22 as amended by Act No. 21 of the Public Act of 1968, being sections 388.622,

2375 '71

388.623 and 388.632 of the Compiled Laws of 1948, are amended to read as follows:

Sec. 12. (a) As used in this act a "pupil" is defined as a child in membership in a public school, and school children are defined as children in membership in any school.

All pupils to be counted in membership shall be ~~at least 5 years of age on December 1 and under 20 years of age on September 1 of the school year~~ ENROLLED IN ACCORDANCE WITH THE SCHOOL CODE OF 1955, BUT NO STUDENT SHALL EXCEED 20 YEARS OF AGE ON THE DATE OF MEMBERSHIP COUNT except that all pupils regularly enrolled and working toward a high school diploma may be counted in membership regardless of age. Any former member of the armed services in attendance in the public schools, the cost of whose instruction is not paid for by other state funds or by the federal government, shall be counted in membership regardless of age. Handicapped children enrolled under the provisions of sections 771 to 780 of the school code of 1955 may be counted in membership for the ages provided in those sections.

"Elementary pupils" are defined as pupils in school membership in grades from the kindergarten to the eighth grade in districts not maintaining classes above the eighth grade and in grades from the kindergarten to the sixth

grade in districts maintaining classes above the eighth grade.

"High school pupils" are defined as pupils in school membership in grades 7 to 12 except in districts not maintaining grades above the eighth.

(b) "Membership" as used in this act shall be construed as registration plus receipts by transfer, plus returns, minus losses, as defined by the superintendent of public instruction in the Michigan child accounting system.

"Full-time membership" shall be construed as all membership in kindergarten to twelfth grade for those actually enrolled ~~in regular daily attendance~~ on the fourth Friday following Labor ~~Day~~ day of each year. The superintendent of public instruction shall give a uniform interpretation of such full-time memberships.

No pupils enrolled in school programs organized under federal or state supervision and in which the teaching costs are fully subsidized from federal or state funds shall be eligible to be counted in membership.

Any child under court jurisdiction who is placed in a private home or in a private or public institution located outside the school district in which his parents or legal guardians reside may be counted as a resident of the school district he attends if other than the district of his

parents or legal guardian and shall be counted as 1-1/2 memberships.

The total membership of such children shall be computed by adding the membership days attended by all such children up to April 1 of the current school year and dividing the total by the number of days in the school year of the district up to April 1 of the current school year. The membership thus obtained shall be certified by the district to the superintendent of public instruction who shall adjust the total membership of the district accordingly in determining the school aid to be paid during the current fiscal year.

Any child whose parents or guardians live on land in this state over which the federal government has taken exclusive jurisdiction and which has not been attached to a school district for educational purposes may be included in membership by the school district which he attends and for the purpose of this act be considered a tuition pupil.

The superintendent of public instruction shall give a uniform interpretation and evaluation of memberships other than full-time memberships.

(c) School districts conducting programs for the hearing impaired, physically handicapped and visually handicapped shall be allocated an additional amount not to

exceed 75% of the cost for equipment, for teachers who teach others to transcribe books into braille or books for visually handicapped students at all levels and for expenses incurred in transcribing and recording educational materials, including machines, paper and binding.

(d) Each intermediate school district shall be entitled to additional funds from the total amount appropriated in section 1 for the purpose of establishing programs for trainable individuals up to the age of 21 who are not currently eligible for mentally handicapped programs type A or B. The amount appropriated for these programs shall not exceed 75% of the actual cost of operating the program including the cost of transportation. Each intermediate school district is authorized to use moneys in its general fund or special education fund not otherwise restricted or contributions from local school districts or individuals for the support of such programs.

(e) The amounts appropriated herein for special programs under the provisions of sections 771 to 780a and 307a to 324a of the school code of 1955, and for school social workers, school diagnosticians, physical therapists and occupational therapists, shall not exceed 75% of the actual cost of salaries, exclusive of administrative and clerical salaries, not to exceed $8,100.00 for any individual salary for such programs as determined by the

superintendent of public instruction. The salaries of directors and supervisors of special education programs whose full-time activities are devoted solely to special education programs shall be reimbursed under the provisions of this subsection. From the total amount appropriated in section 1 there is appropriated a sum not to exceed $50,000,000.00 for special education programs.

(f) School districts offering remedial reading programs approved by the superintendent of public instruction shall be entitled to 75% of the actual cost of the salary, not to exceed $8,100.00 for any individual salary, of each remedial reading teacher approved by the superintendent of public instruction. The superintendent of public instruction may provide by rules for the maximum number of pupils per teacher to be counted. From the total amount appropriated in section 1 there is appropriated a sum not to exceed $5,000,000.00 for remedial reading programs to be used for teachers' salaries only. Any school funded under this subsection shall not receive funds under section 3 of this act.

Sec. 13. (a) An "elementary tuition pupil" is a child of school age attending school in grades kindergarten to sixth in a district other than of his residence and whose tuition is paid by the school board of the district of

his residence. If the district in which such child is in attendance does not operate grades above the eighth, elementary tuition pupils shall also include pupils enrolled in the seventh and eighth grades.

(b) A "high school tuition pupil" is a child of school age attending school in grades seventh and eighth in a district other than that of his residence and in which grades above the eighth are being maintained, and in grades ninth to twelfth in a district other than that of his residence and whose tuition is paid by the school board of the district of his residence.

(c) Every school district having tuition pupils ~~in membership~~ ENROLLED on the fourth Friday following Labor day of each year, shall charge the school district, in which such tuition pupil resides, tuition in at least the amount of the differences between the per capita cost as determined in section 14 and the per pupil membership allowance provided in sections 8 and 10. Except that in the case of nonresident pupils in part-time membership, an additional allowance for such child shall be made to the school district in an amount equal to the difference between the prorated per capita cost as determined in section 14 and the prorated per pupil membership allowance as provided in sections 8 and 10.

(d) Notwithstanding the provisions of subsections (a), (b) and (c), a child residing in a juvenile or detention home operated by a probate court and attending school by direction of the court in the school district of residence of his parent or legal guardian shall not be counted as a tuition student but shall be counted in resident membership in that school district. A child residing in the home of his parent or legal guardian but who, by assignment of a probate court, attends school in another school district, which school is operated for juveniles under court jurisdiction, shall not be counted as a tuition student but shall be counted in resident membership in the school operated for juveniles; and a child residing in the home of his parent or legal guardian or juvenile home but who, by direction of local school authorities and approval of the probate court, may be enrolled in school in another school district shall not be counted as a tuition student but shall be counted in resident membership.

(e) Any child placed in a state institution by parents shall be counted in resident membership of the school district in which the child is enrolled, and an additional allowance for such child shall be made to the school district in the amount equal to the difference between the per capita

cost as determined in section 14 and the per pupil membership allowance as provided in sections 8 and 10.

Sec. 22. The apportionments, and limitations thereof, made under this act shall be made on the membership and number of teachers employed as of the fourth Friday following Labor day of each year, on the number of pupils for whom transportation is allowed for the preceding ~~fiscal~~ SCHOOL year, elementary or high school tuition payments for the current fiscal year, per capita cost of pupils for the preceding year, and on the state equalized valuation of each school district for the calendar year. In addition, those districts maintaining school during the entire year, as provided under section 731 of the school code of 1955, shall count memberships and teachers in accordance with rules established by the state board of education. The membership in the programs for the physically and mentally handicapped and the number of instructors and teachers in speech correction, visiting teacher programs and professional employees other than classroom teachers approved by the superintendent of public instruction as necessary to carry on approved programs under the provisions of sections 771 to 780 of the school code of 1955 shall be counted as of December 15 of each year.